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ABSTRACT

A project was undertaken by the Iowa Valley Community College District (IVCCD) to provide information and instruction via cable television to persons eligible for Comprehensive Employment and Training Act (CETA) programs. The project sought to identify and enroll at least 15 CETA-eligible persons in each of 3 programs; "TV High School," designed to prepare viewers to take the General Educational Development high school equivalency exam; "Voyage: Challenge and Change in Career/Life Planning," which emphasized the value of planning and personal responsibility; and "Food Stuff: Nutrition for the Family," a program providing advice on budgeting and food selection and preparation. The project report provides information on the contributions of cable television to education; project objectives; personnel; the three television programs; scheduling constraints; program promotion and participant recruitment; enrollments; and a student progress assessment, which used a telephone survey to determine participants' progress in changing employment status. Extensive appendices provide a detailed report on the "Voyage" course; newsletters providing information on diet, nutrition, and meal planning distributed free of charge to enrollees in the "Food Stuff" course; a list of agencies highlighted in 3- to 5-minute information segments on services eligible to CETA-eligible persons that were also used in the project; survey forms and results; and a schedule of television classes. (KL)

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PROJECT REPORT

Utilization of Cable Television to Provide Instruction and Information Services to CETA-Eligible Persons in Marshalltown

This model demonstration project was conducted by Iowa Valley Community College District through funding of a Governor's Special Grant under CETA, from the Office of Planning and Programming, Des Moines, Iowa

JC 820 486

Report Submitted by
Deborah Streff
Project Supervisor
October, 1981

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Background

Many facets of today's society demand a more effective means of delivering education to large numbers of people. Rising energy costs, the economy in general, and today's fast pace of living are just a few concerns of our population.

Since the early 1950's, television has offered the education community the means of alleviating some of these problems. More recently cable television offers even greater opportunities for serving the needs of the public.

Television can contribute to education in four ways:

- -By increasing the physical assessibility of education.
- -By providing services to education that cannot readily be provided in other ways.
- -By improving the quality of education.
- -By decreasing the unit cost of education.

These qualities seem especially applicable to the CETA-eligible person. By bringing education into their home, the cost and problems of transportation are forgotten, there is no need for babysitters and a considerable amount of time is saved. Undereducated people tend to look at television as a primary free-time activity. For these people, watching a TV program is more appealing than participating in a course in the normal classroom setting.

One of the first questions raised in planning a program of this nature is, do CETA-eligible persons afford cable television? It is the consensus of those who developed this project that the target audience would more likely have cable TV than the upper middle income, or upper income persons, because low income persons will look upon television generally as cheap entertainment. The monthly rate (approximately $8), is in fact, reasonable for at home entertainment.

Unfortunately, there is no data available at this time to support this assumption. It is a fact, however, that the number of people in Iowa and across the nation who subscribe to cablevision is steadily increasing. The number of subscribers in

Marshalltown alone, has increased by nearly 1,000 since the original writing of this project just one year ago.

With this means of delivery so readily available, educational institutions and service agencies must take this opportunity to expand their efforts in serving the needs of their public.

Project Objectives

Three objectives were established for this project:

1. Determine the feasibility of delivering instruction and information services to CETA-eligible persons through cable television.
2. Identify and enroll at least 15 CETA-eligible persons in each of three programs: "TV High School", "Voyage, Challenge and Change in Career/Life Planning", and "Food Stuff: Nutrition for the Family".
3. Measure project success through assessment of employment or training readiness of project participants upon program completion.

Personnel

A full-time administrator already on the staff at Iowa Valley Continuing Education was utilized to supervise all facets of this project. This included hiring of project staff, providing support services, directing promotional efforts and other supervisory duties.

A full-time project coordinator was employed to carry out project activities. This person scheduled programs with the local cablevision office, saw that tapes were run at appropriate times, completed monthly and quarterly reports, and directed the production of the "Food Stuff" series and informational segments.

The project also employed a part-time secretary to work directly under the project coordinator. Her responsibilities included taking registrations for the programs, keeping necessary files, operating tapes at local cablevision office, processing book and material requests, and other duties as needed.

A local dietitian, who developed the "Food Stuff" series was contracted to serve as program conslutant and hostess of the taped program. Also involved in the taping process, but employed through outside funds, was a production assistant. This person aided the project coordinator in all details of program production.

TV Programs

Each of the three programs utilized in this project were selected for their potential in improving the training readiness and/or employment status of the participants.

The first program selected was "TV High School". This series is designed to prepare persons to successfully complete the GED (General Educational Development) exam, which leads to the awarding of the High School Equivalency Diploma. Successful completion of this program helps fulfill basic educational needs which help to eliminate barriers to employment or further education created by the lack of a high school diploma.

This program had previously been sponsored by IVCE on cablevision. The tapes were still in the possession of IVCE, and thus involved no cost to the project.

Workbooks designed to supplement the TV programs were made available to the CETA-eligible participants at no charge. Also available, at no cost, was additional tutoring from the instructor/coordinator at the Learning Center, which operates a full-time GED preparation program.

"Voyage: Challenge and Change in Career/Life Planning", states as its single objective, to motivate the viewer to take responsibility for the management of his or her life, recognizing the value of planning as a means of coping with uncertainty and relating effectively to one's own life.

"Voyage" was chosen as part of this project for its potential of helping the viewer first, to evaluate their needs and goals in selecting a career, and secondly, by giving skills in resume writing, job searching and interviewing techniques.

As with "TV High School", the "Voyage" workbook was available free of charge to CETA-eligible persons. A set of group seminars was scheduled with a local instructor. These meetings gave support and additional instruction, as well as the opportunity to discuss and share ideas with other participants. Eight sessions were held, once every two weeks. These sessions were also provided at no charge.

The full-time CDP instructor was hired on an additional part-time basis to develop and instruct these seminars. (See Attachment #1)

The final series chosen as part of the proposal was one which would be produced by IVCE specifically for this project. "Food Stuff: Nutrition for the Family", was developed by a local dietitian with the assistance of the IVCE Home Economics Coordinator. It was designed to help low income or displaced homemakers purchase food within their income allowance, optimize time spent on food preparation, select and eat foods that will insure good health, develop food habits conducive to good health, and develop self-confidence in dealing with personal and family nutrition.

Although this series does not directly relate to improved employability, it is believed to have several indirect benefits, especially for the displaced homemaker. The course emphasis is on efficiency and economy, which will lead to more time (and money) to engage in learning and training opportunities. The programs not only feature good nutrition, but also a weight control program. As one's general health and appearance improve, it is most likely followed by a gain in self-confidence and the likelihood of seeking employment.

Each of the eight programs was supplemented with a newsletter sent to the participants the day following the televised segment. These newsletters reinforced information presented during the show and listed numerous economical and nutritious recipes. (See Attachment #2)

A fourth addition to programming is the informational segments produced for this project and to be shown on cablevision. The segments were designed to inform viewers of services available to the unemployed, underemployed, or handicapped persons.

Close consulting by the CETA Management Team was utilized to develop these three to five minute information segments. At their urging, spots were made highlighting various agencies throughout the community who they would typically refer clients to for additional help. (See Attachment #3)

Scheduling

Because of the cooperative arrangements with the cablevision office, times availalbe for showing were limited to early morning (up to 9 AM) and late afternoon (between 4:30 and 5 PM) on weekday,s and early morning (up to 9:30 AM) on weekends.

Each program segment was shown a minimum of two times. Two segments each of "TV High School" and "Voyage" were shown each week with both programs being repeated on the weekend. One segment of "Food Stuff" was played each week, again being repeated at a different time later in the week.

Promotion and Participant Recruitment

A number of methods were used to publicize the project, informing the CETA-eligible public of the services available. Numerous news releases and public service announcements appeared in the local newspaper and on the local radio stations. A series of advertisements were also purchased in both newspaper and radio. Announcements appeared on the 24-hour news and weather channel on cablevision.

At the onset of the project, a letter was sent to all cablevision subscribers in Marshalltown. This letter not only publicized the project by explaining its purpose and services, but was also an attempt to identify potential CETA-eligible persons (see Attachment #4). A brief set of guidelines for determining eligibility was included along with a pre-paid postcard for returning survey information. A summary of survey results is included in Attachment #5.

Shortly after mailing the introductory letter and survey, cablevision subscribers received a TV Guide, which again briefly described the project and also listed all courses, descriptions, and detailed time schedule. (See Attachment #6) This was possibly the most effective promotional tool utilized. A condensed version of this guide was sent when programs were repeated during the summer term.

Enrollments

Persons did not have to be CETA participants to enroll in the television courses. However, they did need to meet eligibility requireements in order to receive the materials and local instruction at no charge. (Other persons were allowed to register for the courses, but were required to pay regular tuition and material fees.)

Determination of eligibility was made by the local CETA Management Team. The CETA staff was also responsible for referring a large number of persons to the program.

It should be stated at this time that CETA-eligible enrollees fell into two basic categories. First, those who were to watch the programs in their own home or that of a friend or relative. Secondly, those students who were already enrolled in the Career Development Program (CDP). These students are all CETA clients who attend class full-time at the Learning Center. All class members were required to enroll in the "Voyage" series and were able to view the shows at the Learning Center.

Many of the CDP students also viewed the "Food Stuff" series as a group. Enrollment figures for the term 3/1/81 to 6/30/81 are as follows:

Course	# of Enrollments	# of CDP Students
TV High School	6	
Voyage	28	20
Food Stuff	16	12
Total:	50	32

There were no enrollees as such during the summer term (repeat). It is assumed however, that a number of persons watched the programs on their own.

A question still remains as to whether our initial goal of enrolling 15 students in each course was accomplished. This is in consideration of the fact that only 18 enrollees participated by viewing the programs outside of an existing classroom setting.

Student Progress Assessment

In order to measure the success of the project in terms of participant's progress in changing employment status, a telephone survey was developed. Calls were made in a casual, non-threatening manner, to promote more indepth answers. The survey was conducted approximately one month after the completion of the series. In delaying the evaluation process, it was hoped to determine, to some extent, retention of program ideas, and to allow time to show measurable benefits due to program participation.

We were discouraged to find that we were unable to locate 50% of the enrolle participants. All of these had moved, with no forwarding addresses.

At the time of completing the survey, three participants stated that their employment status had changed, and could attribute this change to participation in one or more of the offered courses. This is not to say, however, that other participants will not see improved employment status for themselves within the near future.

Nearly all participants questioned stated they had received some benefits from enrolling in the course(s). And 82% said they would recommend the course(s) to a friend. A more complete survey summary is included in Attachment #7.

Summary

In drawing this project to a close, it is impossible to make a final judgement of success or failure, for this will be viewed differently by all who examine this information.

It is hoped that most will view this as a positive experience. The project did enroll a total of 50 CETA-eligible persons. At least 3 of these participants have

experienced an employment status change which they attribute to their participation in the project. Because of the nature of course delivery (cable TV) there is a very real likelihood that additional persons watched the series, but did not enroll with IVCE.

Another extremely positive aspect of the project is the completed "Food Stuff" series. This program has received tremendous response. The information it delivers is of vital importance to all, but especially the low income or disadvantaged. This program is now available, free of charge, to any non-profit organization.

As with any activity, we learn by mistakes. In recruiting participants, a closer person-to-person contact needs to be made by the project coordinator and personnel at various service agencies throughout the community. This would provide better understanding of the project and its goals, and encourage the agencies to refer their clients to the program.

Looking Ahead

The project has played an important role in the development of the overall cable TV program for IVCE. By January, 1982, IVCE will control the operation of Channel I/22 on Heritage Cablevision, Marshalltown. This newly dedicated channel will be for the sole purpose of education and public service. As part of scheduled programming, "TV High School" and "Food Stuff" will be repeated many times. Other programs of benefit to the disadvantaged will be looked at in search of future programming needs.

ATTACHMENTS

1. Voyage Course Report

2. Food Stuff Newsletters

3. Agency List for Informational Segments

4. Introductory Survey Letter

5. Survey Results

6. TV Guide

7. Follow-Up Survey

VOYAGE: CHALLENGE AND CHANGE IN CAREER LIFE PLANNING
Cable T.V. Project

Prepared by Joyce Davis
Voyage Instructor

Deb Streff
Project Director

September 30, 1981

The following is a short report on the hours of Voyage Career Life Planning course. This was taught from March 10-July 17, 1981. This report includes both preparation and class times, and a short description on the materials that were used and topics of discussion. At the end of this report you will find an attendance sheet, the "Voyage" course outline, the handout "If You Think You Can", a copy of all letters of correspondence, the values grid used in a values clarification excerise, and "What is a Job" (borrowed from the Career Assistence Center MCC). You will also find a copy of the contact form that was returned from Lynn's Portrait Studio, and a Thank-you letter from the one student who completed the course successfully.

The total time (prepartion time and class time spent on this course is 32:00 hours; 17.25 preparation time and 14.75 class time.)

VOYAGE:CHALLENGE AND CHANGE IN CAREER/LIFE PLANNING

Preparation Time and Class Time:

3-3-81 Watched Tape #1 (Voyage: An Introduction to Career Life Planning) .50

3-5-81 Watched Tape #2 (Getting Your Bearings) .50

3-10-81 Watched Tape #3 (Tools for Dealing with Change) .50

3-10-81 7:00-9:00 During the first class, introductions were made and discussion of class expectations and goals. There was a short discussion of tapes about emotions, feelings and why we are where we are now. We had an in depth discussion about the handout "If You Think You Can" I also handed out a course outline and discussed the importance of a log book/journal. We did the "Who's in Control" excerises and made a contract. We did some explanation and clarification of how the right and left brain operates. 2.0

3-11-81 Preparation time .75

Letters were written to those who missed class, those who attended class, and those who bought material but did not register.

3-11-81 Preparation time 1.50

I picked out two (2) excerises from the reference book entitled Values Clarification-A Handbook of Practical Strategies for Teachers and Students by Sidney B Simon, Leland W. Howe, and Howard Kirschenbaum.

3-24-81 Preparation time
Watched Tape #4 (Lifestyles)
Watched Tape #5 (Self Assessment)
Watched Tape #6 (What are Skills)
Watched Tape #7 (Transferable Skills)

3-24-81 Class 7:30-9:00 I reviewed times and dates for upcoming classes. A discussion was held on tapes 4-7. I reinforced the log and contract for benefit of the students. There was a discussion on emotional feelings at this point, "Where are They Going?" We did Values Clarification Strategies 1 and 2. The majority of the discussion centered around "Lifestyles, How to Decide if you Want Money vs. Career." I outlined the many different kinds of skills one uses in daily life and how one can use these skills in a job.

4-5-81 Preparation time
Watched tapes #8 (Motivational Patterns) .50
Watched tapes #9 (Interests) .50
Watched tapes #10 (Values and Career Decisions-Part I) .50
Watched tapes #11 (Values and Career Decisions-Part II) .50

4-7-81 Class 7:00-8:00 One person showed up for class, discussed questions she had. Presented no new material due to small class. Did discuss and review Strategies 1&2 from Values Clarification Handbook for tapes 10 & 11 Values and Career Decisions. .50

4-9-81 Preparation time
Tapes # 12 (Values and Career Decisions-Part III) 1.0
Tapes # 13 (Creating Harmony in Your Life)

4-14-81 Class 7:15-9:00 1.75
Discussion of the last tape on Career decisions, including the "Puritan Work Ethic". Is there such a thing as the "Perfect Career". On a more personal level we discussed value conflicts such as what makes you angry, when do you deel most energetic, what do you think others say about you, day dreaming, what do you day dream about?, Do you visualize that "Ideal Job"? We also discussed harmony in ones life-how to create it, how to keep it, and how this can affect all that you do, personally and professionally.

5-4-81 Preparation time 3.0
Watched tape #14 (Overcoming the Ovstacles)
Watched tape #15 (What is Work?)
Watched tape #16 (How organizations are Organized)
Watched tape #17 (Decision Making)
Watched tape #18 (Where Do You Want to Work?)
Watched tape # 19 (People Environments)
2.50

5-5-81 7:00-9:00 class
Rick Bamsey from OPP paid a visit tonight. Before class I informed Mr. Bamsey what materials I had presented to the class thus far, what some of our discussion topics have been, and most importantly my philosophy behind teaching "Voyage". Mr. Bamsey asked several questions and I felt by the end of the class session he had a good idea of where the class is at, emotionally, and mentally at this time. There was only one student in class tonight. For tonightsdiscussion topics we discussed obstacles that get in the way of choosing or getting the career you want. This being family, friends, money etc. The one key to this is to affirm the desired goal and this again fits in with the value grid and values Clarification Excerises in the handbook. How occupations are organized is a topic we discussed in depth, such as the clustering of occupations (people, data, industry) and how you move up the "Career Ladder". This included a strong look at the "Occupational Outlook Handbook" and how supply and demand is used within organizations. There were several questions on the "WRAPP" method of decision making and a short discussion on this. Mr. Bamsey had some comments to the student in this area. Geographical location and the environment in which one works is a large part of the decision making process for ones career

A short discussion of the pros and cons of this was held with Mr. Bamsey, the student (Denise Plum) and myself, more specifically discussed the students area interest--photography-photo/journalism.

5-16-81 Preparation time 1.0
Watched tape #20 (Time and Money)
Watched tape #21 (Organizational Structures and Personalities)
Watched tape #22 (Getting It All Together)
Watched tape #23 (How to Get Started)

5-19-81 Class 7:30-9:00 1.50

With examples I demonstrated to Denise ways that the lack of time/money is tied in with our belief system (values) and we use that on a constant basis to sabotage our efforts to lead a more fullfilling and abundant life. Using money as a scape goat gets back to one of the orginal statements I made. One must make a decision about career or money. If you choose a career with money benefits you are more likely to spend more. If you choose a career where you receive less money, but more job satisfaction then you spend less money. On time- we made a list of when our high energy peaks are and what we were doing at those times. With this we tried to form a pattern and make some decisions about delegating tasks to others and how this can make more time in your everyday schedule for you!

For organizational Structure and Personalities we discussed the list of terms on page 120 of the "Voyage" a chartbook for Career/Life Planning Workbook. I answered some questions Denise had and talked a lot about "The Peter Principle" especially in the areas of management and adminstration. Tonight we started "Getting It All Together" by talking about each individual chapter of the workbook and what the most important parts of the self-assessment were.

5-28-81 Prepartion Time 2.0
Watched tape # 24 (Reasearching for Information)
Watched tape #25 (Finding the Jobs)
Watched tape #26 (The Field Survey)
Watched tape #27 (The Resume)

6-2-81 Class canceled-Instructor sprained foot

6-13-81 Preparation Time 1.50
Watched tapes #28 (The Interview)
Watched tapes # 29 (Vitality in Career and Lifestyles)
Watched tapes #30 (Review and Goal Setting)

6-16-81 Class 5:00-6:00 1.0
At the end of the last class session (5-19-81) I suggested

to the student (Denise Plum) that she make some career contacts. At this meeting Denise had made an appointment to talk with Murray Lee, the photo/journalist at theMarshalltown Times Republican. Mr. Lee talked with Denise about a career in photo/journalism, the positive and negative aspects of the job, hours, salary and job openings etc. Mr. Lee showed Denise the Dark Room and suggested to her types of cameras and equipment that are necessary for this career. Mr. Lee also discussed with Denise classes and schedules for people going into journalism and how this relates to photography. Denise was pleased with this interview. I talked with Denise about sending a thank-you letter for this and instructed her how to go about writing this and what should be included. I sent a contact form from Solving the Puzzle, job seeking skill 310, Project, prepared by Laura Schinnow in 1980 to Mr. Lee. He did not return this form.

Denise also talked with Lynn's Portraits about a career as a professional photographer. I followed the same procedure as above. The contact form was returned with some positive comments. This is attached.

Denise and I met on the following dates and times.

6-17-81	4:00-5:00	1.0
6-23-81	4:00-5:00	1.0
7-1-81	4:00-5:00	1.0
7-17-81	3:30-4:30	1.0

During each of these meetings Denise and I discussed cover letters, resume writing, and thank-you letters. Denise had never put together a resume before so I put together a packet of information from many sources that I had personally accumulated. I worked very intensely with Denise on this project. On 7-17-81 I completed the Voyage Career Life Planning Class by reviewing goals contract and log (journal) that were outlined in the first class session on 3-10-81.

In working with Denise Plum throughout the past four (4) months it is my belief that the main goals of the Voyage class were met. Within this Voyage we were all able to re-examine the values, goals, and life styles we presently have and look with perception on some old ideas. By knowing the process of change and decision making one can learn to identify within oneself. Above all this Voyage can be concluded by accepting responsibility for yourself and your own actions in whatever situation.

VOYAGE: CAREER/LIFE PLANNING
Schedule of Class Meetings
and
Attendance

Name	Tues. March 10	Tues. March 24	Tues. April 7	Tues April 14	Tues. May 5	Tues. May 19	Tues June 2	Tues June 16
Carolyn Appleby								
Sheila Deprato								
Elana McMahon		X						
Jill Morris	X	X		X	Quit			
Sandy Pickett								
Denise Plum	X	X	X	X	X	X	Class Canceled	X
Lenora Reimenshneider	X	X		X	Absent called	quit		
	tapes 1-3	tapes 4-7	tapes 8-11	tapes 12-13	tapes 14-19	tapes 20-23	tapes 24-27	tapes 28-30

Risk Factors for Heart Disease

Researchers are still trying to find out exactly what causes heart disease.. Presently they believe that there is not a single cause, but a whole group of factors that may be involved. The more of these factors an individual has, the greater the chance of heart disease developing. The risk increases, therefore, the factors are called risk factors. How many do you hav

1) Heredity - someone in your family has a history of heart disease.
2) Smoking - the risk of both heart diesease and lung cancer increases with smoking.
3) Stress - people who live with too much tension seem more prone to heart disease.
4) Lack of Exercise - exercise is important to strengthen the cardiovascular system and as a way to relieve tension.
5) High Blood Pressure - high blood pressure puts an extra strain on the heart.
6) Obesity - people who are 30% or more over their normal body weight are more likely to have heart disease. Obesity can also contribute to high blood pressure.
7) Elevated Blood Cholesterol - cholesterol levels can be determined by a laboratory test. A high level along with other risk factors means a greater risk for heart disease.

What Should I Weigh?

Follow these directions to estimate your ideal adult weight and compare it to your current weight:

1) If you are female, write 100 in space a. If you are male, write 106.
2) In space b, write the number of inches your height is over five feet. For example, if you are 5 feet, 6 inches, write 6 in space b.
3) Multiply the number you wrote in space b by five and write the number in space c.
4) Add a and c. Your ideal weight is approximately this number.

b _____ x 5 a _____ lbs
ideal wt (a+c) c _____ lbs
_____ lbs

Example for female, 5'6" tall: a 100 lbs
b 6 x 5 c 30 lbs
ideal wt (a+c) 130 lbs

To determine how close you are to your estimated ideal weight, divide your current body weight by your estimated ideal body weight (from above) and mulitply by 100. Fill in these spaces to calculate the percentage:

_____ ÷ _____ x 100 = _____%
Current Body Weight Estimated Ideal Weight

For most people, you are probably near normal weight if you are between 90% and 110% of your ideal weight. If you find that your current body weight is 130% or more of your estimated ideal weight, you are at a greater risk for developing heart disease.

Diet and Heart Disease Terminology

Can you match these words with the phrase that describes it?

1) Cholesterol
2) Saturated Fat
3) Polyunsaturated Fat
4) Hydrogenation

a. a process by which hydrogen is added to oils to make them solid at room temperature
b. the type of fat that is liquid at room temperature and that tend to lower blood cholesterol levels
c. a substance manufactured by the body, but also found in foods that come from animals such as butter, fat and lard.
d. the type of fat that is solid at room temperature and that tends to raise the blood cholesterol levels.

Answers:

Suggestions for Decreasing Fat and Cholesterol in Diets

To decrease the total fat and cholesterol in your diet,

1) Eat all fat-containing foods in moderation
   -trim visibile fats from meats
   -use 2 to 3 ounce portions of cooked meat
   -use small portions of mayonnaise and dressings
2) Replace solid fats in your diet with oils and foods with polyunsaturated fats as your budget allows.
3) Eat a variety of foods.
   -use poultry, fish, nuts or dried beans once or twice a week as substitutes for beef and pork
   -bake, stew or broil the meats you do use
4) Use low-fat dairy products.
   -buy low-fat milk such as 2% or skim milk instead of whole milk
   -choose low-fat cheeses such as mozzarella, low-fat cottage cheese, farmers cheese or others made with skim milk
   -use yogurt as a substitute for sour cream

Compare Prices Before You Buy

FoodStuff compared the price of several kinds of vegetable oils and found that the price is not related to the amount of polyunsaturated fat in the oil. These oils are listed in the order of the amount of polyunsaturated fat they contain with the price for one cup of oil:

	% Polynsaturated Fat	Cost Per Cup
Safflower Oil	79%	48¢
Puritan (soy and sunflower)	64%	49¢
Sunlight (sunflower)	64%	49¢
Store Brand Sunflower	64%	38¢
Store Brand Corn Oil	58%	40¢
Mazola Oil (corn)	57%	48¢
Wesson Oil (soy)	37%	44¢
Store Brand Soy Oil	37%	34¢
Planter's (peanut)	31%	62¢

*Prices obtained in Central Iowa, November, 1980

Remember to compare prices on all foods you buy. The old rules for saving money at the grocery store don't always hold up today. Be an alert consumer!

Low-Fat Leftovers

On FoodStuff we prepared two recipes for leftover beef that are both easy to prepare and low in fat. If your family likes hot beef sandwiches try this lower calorie French Dip Sandwich.

French Dip Sandwich

For each sandwich,
2-3 ounces very thinly sliced cooked potroast or rumproast.
½ cup beef broth
½ Bay Leaf, or 1/8 teaspoon rosemary or thyme.
French roll, hamburger bun or French bread.

Save the juice drippings from a potroast or braised rumproast. Chill. Lift off the hardened fat. Place the broth in a sauce pan. Add one or all of the herbs. Bring broth to simmer, reduce heat and add sliced meat. Cook over low heat, 3 to 5 minutes, just until the meat is heated through. While the meat heats, slice French roll or a 3 inch piece of French bread crosswise. Place the meat between the two halves of the bun or bread to make a sandwich. Pour the seasoned broth into a bowl and serve beside each sandwich. Dip the sandwich into the broth before each bite so that the bread soaks up some of the broth. Serve with your favorite vegetable, a tossed salad and a glass of milk for a well-balanced meal.

For leftovers that don't look like leftovers, try an oriental touch with Ginger Beef;

Ginger Beef

1 Tablespoon cornstarch
1 teaspoon powdered ginger or ½ teaspoon grated fresh ginger
15 ounce can of pineapple chunks
1 tablespoon soy sauce
1 to 2 cups cooked lean beef cut into strips or cubes
½ medium onion, sliced thinly
2 stalks celery, sliced
½ medium green pepper cut into 3/4" pieces

Mix cornstarch and ginger in 2½ quart saucepan. Drain the juice off the pineapple into a 1 cup measuring. Add water to make one cup of liquid. Gradually stir the cold liquid into the cornstarch and ginger. Add soy sauce and onions. Bring mixture to a boil, stirring to prevent scorching. Turn heat to low and cook until the mixture is clear and thickened. Stir in beef, celery, pineapple chunks and green pepper. Cook over low heat until the celery is barely tender. Serve over hot rice (see below). Yeild: 6 servings. Complete meal with a crispy vegetable, relish plate of carrots, radished cucumbers or other fresh vegetables and a glass of milk.

Fluffy Rice

2 cups water
½ teaspoon salt
1 cup enriched white rice

Measure water and salt into a 2 quart saucepan. Bring water to boil. Add rice, cover and reduce heat. Cook for 15 to 20 minutes until all the water has been absorbed. Remove from heat and allow to stand covered 5 minutes. Yeild: 6 ½ cup servings.

FoodStuff Weight Control Plan--3

The FoodStuff Weight Control Plan involves helping you overcome poor eating habits that may cause you to gain weight or to maintain too high a body weight.

In the last FoodStuff program, we suggested that you eat in only one place, get all food out of sight and keep track of everything that you eat. Keep practicing these new habits along with a new FoodStuff suggestion: Slow down your eating.

Many overweight people eat very quickly. Some people can get through a meal in less than five minutes. Look at the food records you have been keeping and see how much time you spent eating.

Research shows that it takes time for food to get into our system and reduce hunger--almost 20 minutes from the time we first start eating! Therefore, the slower you eat, the more chance you give your body to tell you when you are full, and you are less likely to overeat.

You can force yourself to slow down by what would seem to be a very simple technique: put your fork down after every bite. This is harder than it seems. You can measure your progress by keeping track of what is called an "eating ratio." Your eating ratio is the number of times you put your fork down compared to the number of bites you take. For instance, if you put your fork down once for every eight bites, your ratio is 1 to 8. Completely chew every bite before you pick up your fork again. You want to try for an eating ratio of 1 to 1. Keep track of your eating ratio for the first five minutes of every meal. You can do this yourself, or have someone eat with you to keep track.

You can also slow yourself down by only having one hand above the table at a time.

If it is already easy for you to put your fork down everytime you take a bite and if you can easily eat with only one hand above the table, try putting a 2 minute delay in your meal. Just stop eating for this 2 minutes. Talk to those you eat with or if you are by yourself try relaxing and looking out the window or reflect on something pleasant.

Continue to eat in only one place, get food out of sight and slow down your eating. You can use this chart for your daily record:

Food Stuff Food Record*

Time	Minutes Spent Eating	M/S[1]	H[2] Activity While Eating	Location of Eating	Food Type and Quantity	Eating Ratio

[1]Write M for meal, S for snack

[2]H=Hunger, 0=None, 3=Extreme hunger

*Used with permission from "Habits Not Diets" by Dr. James Ferguson, Bull Publishing Co., Palo Alto, CA. The book may be purchased directly from the company for $7.95.

Sugar is Sugar is Sugar?

When we talk about sugar, we usually think of the white granular stuff that we keep in the sugar bowl. Actually there are many sugars that make foods taste sweet. Nutritionists like to use the word "sweetener" to describe them. When you read package labels you will see a variety of terms that indicate that a "sweetener" is among the ingredients:

Sugar : Technically known as Sucrose. Sucrose comes from sugar cane or sugar beets. You purchase it as granulated sugar, brown sugar or powdered sugar. Granulated sugar has about 40 calories per tablespoon.

Honey : Fructose and glucose are the two simple sugars that make up honey. These same sugars are found in other foods such as fruits and vegetables. Honey has about 65 calories per tablespoon.

Corn Syrup: The starch in corn is broken down or "refined" to make the simple sugars known as glucose and maltose. Corn syrup is used extensively in processed foods. Each tablespoon has about 60 calories.

Dextrose : This is pure glucose. Although it too comes from corn, it is not as sweet as corn syrup. It is also used extensively in processed foods and has about 60 calories per tablespoon.

Fructose : Corn syrup is further processed to convert the glucose and maltose to fructose. It is sweeter than sugar (sucrose) at room temperature or colder, so less is needed for the same level of sweetness is some foods. One tablespoon of fructose has 60 calories. It is used in as a sweetener in carbonated beverages and is available in both liquid and granular form for home use.

Others : A great variety of products are made from corn. Corn sweeteners can be listed in a variety of ways on food labels. Any of these terms tell you a corn sweetener is in food in addition to the ones already listed above: fruit sugar, corn solids, cornsweetener, solids, corn sugar, nutritive sweetener, glucose syrup, fructose syrup or glucose natural sweetener.

How Much is Too Much Sugar?

Nutritionists feel that there are three important reasons for avoiding excessive sugar intake:

1. People who frequently eat foods high in added sugar are more likely to develop tooth decay.
2. A diet high in foods containing added sugars tends to be low in essential vitamins, minerals and fiber.
3. People who eat many foods high in added sugar in addition to a balanced diet have a greater chance of gaining weight.

To decide whether or not you or members of your family eat too much sugar, you must now where sugar is found. You expect foods that taste sweet to contain sugar. But many foods you may not expect have sugars added to them. To know where these sugars are, you must read food labels. The label does not tell you how much sweetener was added, but you can get a clue by looking at the list of ingredients on the label. The ingredients are listed from most to least. If "sugar" is the first item listed, there is more sugar than

anything else. If it is the last item listed, there is more of all the other ingredients than sugar. Use salt as a reference point. When sugar is listed after salt in foods you do not expect to be salty, there is probably little there.

In addition, you must know what you are looking for. Remember, sweeteners come in many forms.

Once you locate foods that have added sugars you can ask yourself these three questions:

1. Do I eat many foods with added sugar?
2. How often do I serve foods with added sugar?
3. How much of these foods with added sugars do I actually eat?

If you frequently eat a large portion of many foods high in added sugars you may be setting yourself up for tooth decay, a nutritionally deficient diet and/or excessive weight gain.

The Cost of Sweetness

In recent years the price of sugar fluctuated dramatically and consumers considered using sweeteners. Unfortunately, we can not substitute honey, corn syrup or fructose exactly for table sugar in most recipes. The volume, fluid content, and sweetening power varies considerably from sugar to sugar so that recipes must sometimes be radically changed.

FoodStuff compared the cost of three other sweeteners to table sugar based on the amount of the sweeteners you would have to substitute in order to get the same sweetening power of one cup of sugar:

	Amount needed for equal sweetness as 1 cup granulated sugar	Cost*compared to one cup sugar
Honey	3/4 cup	+44¢
Liquid fructose	2/3 cup	+52¢
Corn Syrup	2 cups	+58¢

*Prices obtained in Marshalltown, IA, November, 1980.

Time-Saving Homemade Yeast Bread

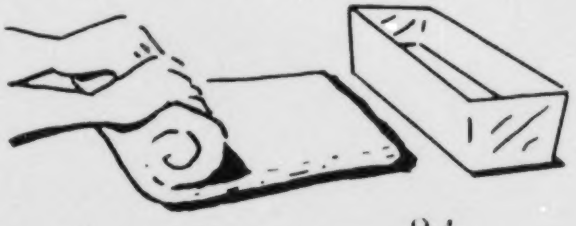
Baking your own bread is not the time consuming work it used to be if you start with frozen bread dough from the grocery store. Not only can you save time, but you may save money as well if you can buy the dough on sale.

Thaw the dough according to the directions on the package. Allow it to rise until it is twice as big as when it started, and then you are ready to shape the dough into an almost unlimited number of ways. On FoodStuff we made cinnamon bread and several different shaped dinner rolls.

Cinnamon Bread

When the bread has risen, lift the edges of the loaf and pull them to the middle of the dough. This is called "punching down the bread" and it removes the air.

With a rolling pin, roll the dough into a rectangle until the dough is about ½ inch thick. As you roll pull the dough, work it so that the narrow side of the rectangle is about the legnth of the loaf pan in which you plan to bake the bread.



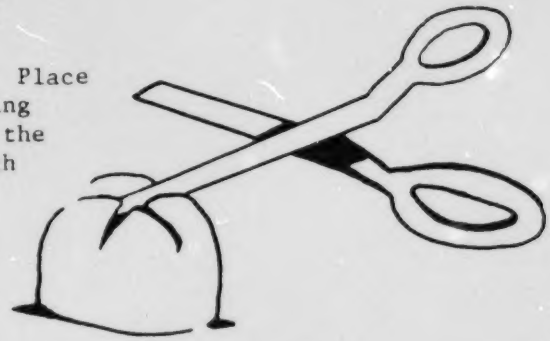
Dinner Rolls

Thaw, raise and punch down dough as described for bread. Using kitchen scissors or a sharp knife, cut the dough into 12 to 16 equal pieces. Each piece will be one roll. Shape as desired. On FoodStuff we showed you four simple roll shapes. Look in cook books and magazines for other ideas.

Bun--Hold dough for one roll in both hands and gently pull the dough toward the bottom side until the top is smooth. Pinch the ends on the bottom side together and place bun on greased baking sheet with the smooth surface up.

Cloverleaf--Cut the dough for one roll into three equal pieces. Shape each piece into a small bun as described above. Place the three balls in a greased muffin pan.

Easy Cloverleaf--Shape dough into a bun. Place the bun in a greased cup of a muffin pan. Using kitchen scissors, cut 2 slashes in the top of the bun at right angles to each other, about ½ inch deep.



Bowknot--Roll the dough for one roll between your hands or on the counter into a 9 inch rope. Tie the rope into a single, loose knot and place on a greased baking sheet.

Allow rolls to rise in a warm place until they are double in bulk. For a variety, lightly brush risen rolls with melted margarine and sprinkle with sesame or poppy seeds. Bake at the room temperature recommended on the dough package for 10 to 15 minutes or until the rolls are golden brown. Brush surface of baked roll lightly with melted margarine.

FoodStuff Weight Control Plan--Part 4

On FoodStuff, we have concentrated on helping you change eating habits that may be keeping you overweight. So far, FoodStuff has recommended you try to learn these new habits:

--Keep track of eating
--Keep food out of sight
--Eat in only one place
--Slow down eating

In order to lose fat, you must use up more calories than you take in. In this episode of FoodStuff we looked at the other side of the energy problem--energy out. One way to shift the balance is to eat less. You can also increase your weight loss by using up more calories through exercise.

Our exercise patterns are just as much habits as the way we eat. To burn up calories, many people need to develop the habit of exercising more. Increasing your activity also will help you cut down on boredom eating and exercise actually decreases your appetite, especially if you do it before a meal. Exercise also helps to firm and tone flabby muscles so you will look thinner.

Walking is an excellant way to use up more calories. You can do it almost anywhere without any special equipment. And you don't have to do it all at once. Six, five minute walks in the course of the day are just as beneficial as one 30 minute walk.

You can also increase the number of calories you burn up through walking by making a concious effort to walk a little further with everything you do:

--Park on the far side of the parking lot from where you go to shop or work
--Use the stairs instead of the elevator
--Put things away when you are done with them rather than waiting to accumulate several items for one trip
--Increase your walking speed. You will walk farther in the same amount of time and therefore use up more calories.

This week, continue to keep track of what you eat, practice your new eating habits, and make special effort to increase your energy output.

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Your Scales May Lie

Losing weight is often confused with losing fat. Most people are anxious to lose extra fat and are delighted if they see the scales go down two or three pounds a day. However, what they are probably witnessing is a change in body water and maybe a little loss of fat.

In order to rid yourself of one pound of body FAT you must burn up 3500 calories more than you take in. Women who spend most of the day sitting require between 1800 and 2000 calories per day. So, if you were to eat nothing, all day, and go about your usual routine, at most you would burn up a little over half a pound of fat. How much energy you need each day depends on how much you weigh to a great part. The chart at the right shows on the estimate the number of calories you use up each day for your weight if you are a sedentary person:

Remember, to lose one pound of FAT you have to use up 3500 calories more than you take in over a period of time. Weight loss programs that make you lose two, three or more pounds per day cause you to lose body water, and not fat.

Daily Calorie Needs

Body Weight	Calories/Day
120 lbs.	1560
130 lbs.	1690
140 lbs.	1820
150 lbs.	1950
160 lbs.	2080
170 lbs.	2210
180 lbs.	2340
190 lbs.	2470
200 lbs.	2600
210 lbs.	2730
220 lbs.	2860
230 lbs.	2990
240 lbs.	3120

Popular Diets Cause Temporary Weight Loss

There are so many different weight control programs being promoted that it is hard to decide which one will really work and which ones are a waste of money. If you consider following a particular program, here are two very important questions you should ask yourself before you start:

1. Will it change my energy level balance so that I use up more calories than I take in?
2. Will I learn new eating habits?

Popular Diets - Continued

The something for nothing programs fail both questions. You have to make an effort--either by eating different foods or increasing your activity or a combination of both in order to lose fat. On FoodStuff we looked at several different kinds of weight control systems and here is how they lined up with the two questions:

	Will I Change My Energy Balance?	Will I Learn New Habits?
Human Chorionic Gonadotripic Hormone (HCG)	NO	NO
Amphetamines	Maybe	NO
Phenylproanalamine hydrochloride	Maybe	NO
Benzocaine	Maybe	NO
Water pills (diuretics)	NO	NO
Methyl cellulose	NO	NO
Sweat devices	NO	NO
Exercisers	No	NO
Miracle diets	Maybe	NO

FoodStuff Weight Control Plan--How Do You Eat?

Most people who have a weight problem have "fattening" habits. You can train yourself to unlearn these habits and at the same time take pride in knowing that you are doing something for yourself. If you concentrate on your new habits, you will lose weight.

In order to change habits, you need to know what habits you have. The first step in the FoodStuff Weight Control Program is to determine your own eating patterns. You do this by keeping a record of every thing you eat each day for a week along with every thing you do while you eat. Use the chart as a guide. It's important to fill out every column everytime you eat. This has two benefits. First of all, you become aware of what you are doing while you eat. Secondly, you may just decide that it is too much work to write something down, so you may find yourself skipping snacks rather than filling out the record. You're dieting without even going on a diet!

On the next FoodStuff Program we will show you what your record tells you.

STOVE-TOP CASSEROLE

The Stove-Top Casserole we made on FoodStuff has busy people in mind. It's easy, low calorie, and helps give leftovers a new look. While it's cooking you have time to prepare a simple fruit or vegetable salad to serve with the casserole.

1 tablespoon margarine
½ cup chopped celery
½ medium onion, chopped
1 16 oz. can of tomatoes
1 cup enriched rice
1 cup chopped, cooked beef, chicken or turkey
½ cup shredded cheddar cheese or grated parmesean cheese

Melt margarine in a 2 quart sausepan. Add onion and celery and cook in margarine until they begin to look transparent. Add tomatoes. Break up large pieces with fork. Cover. Bring tomatoes to a boil. Add rice and stir. Turn heat to low, cover and simmer for 10 minutes. Stir occassionally to prevent rice from sticking. Add chopped meat. Cover and cook casserole 10 to 15 minutes until the rice is done, and most of the liquid has been cooked into rice.

Spoon into plates. Sprinkle the cheese generously over the casserole.

Serve. Makes 4-5 servings.

IOWA VALLEY ADULT AND CONTINUING EDUCATION WRITTEN BY: JUDY FITZGIBBONS, R.D.

SORTING NUTRITION FACTS FROM FICTION

With the great interest that there is in nutrition today, there are also a great many "experts" who are either misguided or just out to make a buck with wild claims. The FoodStuff series has tried to include the most current and accurate information available on a number of nutrition topics. There are many other areas we did not even touch and there will be new topics to discuss in the future. Our guests on this program gave some guidelines for evaluating nutrition information you may encounter:

-Consider who is providing the information. Is the person trained in nutrition? What sort of title does the person go by? Anyone can call himself a "nutritionist", with or without professional training. The title, "Registered Dietitian" is a legal title and can be used only by individuals with special training in dietetics. Try to find out more about the source than his or her title. Beware of any bias an individual may have. He or she may be qualified to talk about nutrition, but may be working for a company or organization with a particular interest.

-Consider where you find the information. Remember, we have freedom of the press in the U.S. and anyone can write or say virtually anything. Newspapers are looking for "news" or something to grab the reader's attention. Radio and TV talk shows want a large audience so that entertainment value often comes before accuracy in choosing program guests.

-Examine how claims are stated. There is much we do not know about nutrition. Researchers and competent scientists frequently will use such words as "our work suggests", while the press may report "shows". Put no more confidence in the content than the source intended. Watch for qualifiers in statements (may, perhaps, assuming). The person making the statement put them in for a reason. And beware of incomplete comparisons, such as "Americans eat more fat" and of undefined terms such as "good for you" and "you'll feel better".

-Always give thought to what is said. Be skeptical when statements

1. seek to build distrust of the established scientific community.
2. promise or imply cure-all properties and dramatic results.
3. offer testimonials rather than scientific evidence to support claims.
4. claim special health-giving properties for a certain food or nutrient.
5. offer a weird, unuseable diet plan.
6. claim that certain eating practices will cause, cure, or prevent a specific disease or ailment.

Nutrition professionals agree that moderate intake of a wide variety of foods from all of the basic food groups will provide a sound, safe diet. Any dramatic deviation from this advice should be carefully evaluated. If you would like more information about the topics that have been discussed on FoodStuff or wish other nutrition information, the following organizations provide reliable food and nutrition information:

American Academy of Pediatrics
Committee on Nutrition
P. O. Box 1034
Evanston, Illinois 60204

American Dietetic Association
430 Michigan Avenue
Chicago, Illinois 60611

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

FoodStuff Weight Control Plan (part 8)

To succeed in a weight control program you have to decide to follow through with it yourself, but the support of your family and friends is crucial for success. Unfortunately, most people, (especially if they don't have a weight problem) don't understand the problems of the individual trying to lose weight and don't know how to help. Their instructions are often good, but the method may not be the best.

The best way to solve this problem is to tell your family and friends what you are doing and ask them for help. And then help them help you.

FoodStuff suggested that you get help from your supporters by asking them for praise and encouragement. Tell them to tell you when you do something right and to overlook when you don't quite keep on track. Ask for the help you want, and be specific about the ways family members and friends can support you:

1. Ask for help with the new habits you are practicing.
2. Ask family members to keep food out of sight and not to eat in front of you.
3. Ask that people show you affection in other ways than with food. Give them some ideas (flowers, a hug, play tickets, babysitting).
4. Ask that no one offer you food.
5. Develop a regular exercise program with someone.

Keep practicing the new habits you've learned on FoodStuff. It will take time until they are truly habits for you. Remember, it took many years for you to learn the old ones that are giving you trouble. If you find yourself slipping, go back to previous lessons and redo them until you are comfortable with them again. Use the problem solving techniques to help you face new problems. Good Luck. We know you can do it!

What Do You Think?

FoodStuff would like to know what you think of the series. If you have comments or suggestions, please let us know. You can give us a call at (515) 752-4643 or send a note to Deb Streff, Coordinator, Continuing Education, 22 West Main Street, P. O. Box 536, Marshalltown, Iowa 50158.

VITAMIN SUPPLEMENTS

Everytime you go into the drugstore or grocery store you are given the opportunity to purchase nutrient supplements. If you tell yourself, "I don't have to worry about what I eat because I take vitamins," you may give yourself a false sense of security. There are no vitamin supplements available that contain every nutrient essential for people. Those that come close are very expensive. Occasionally there are good reasons for taking extra vitamins or minerals. But for most people, they are entirely unnecessary. Foods purchased in the grocery store provide good sources of the protein, vitamin and minerals we need. With a little thought to good selection, storage and preparation, every American can purchase a completely adequate diet at their local supermarket.

Scientists are learning that there are factors in food that help us get the nutrients from the food we eat. For example, we get more iron from foods when meats are included in a meal. There is iron in bread, but our bodies absorb more of it when that bread is eaten in a meal that contains meat. There is something in the meat that helps get more iron from the bread.

If you take vitamin supplements, figure out how much you are paying for them on a yearly basis. You may be surprised at how the cost adds up. And remember, that supplement probably is not providing you with everything you need--you still must eat many kinds of foods in order to fill the nurtient gaps--milk and cheese and other dairy products, fruits and vegetables, whole grain and enriched breads and cereals and meat, fish, poultry and other protein sources.

FOOD REPORT

TIME	MINUTES SPENT EATING	M/S*	H**	BODY POSITION	ACTIVITY WHILE EATING	LOCATION OF EATING	FOOD AND QUANTITY	EATING WITH WHOM	FEELINGS WHILE EATING

* Meal or Snack
** Degree of Hunger (0=None, 3=Maximum)
*** Body Position (1=Walking, 2=Standing, 3=Sitting, 4=Laying)

The chart is used by permission from "**Habits**, not Diets," by Dr. James Ferguson, Bull Publishing Co., Palo Alto, CA. The book may be purchased directly from the company for $7.95

IOWA VALLEY CONTINUING EDUCATION — WRITTEN BY: JUDY FITZGIBBONS

"I don't eat breakfast because.....

I'm on a diet and I cut calories by skipping breakfast.	It doesn't work. Dieters frequently fall into the trap of eating high calorie snacks for not eating in the day.
I like to snack at night, so I save my calories from breakfast.	The snack foods most people select tend to be high in calories and low in important nutrients. The result is diets low in calcium, vitamin A and ascorbic acid (Vitamin C).
If I eat I'm hungrier by noon than if I don't eat.	Correct...If your breakfast consists of a sweet roll and coffee or toast and juice. Both of these meals are very low in protein and make your blood sugar go up quickly. But before noon the blood sugar drops to the "hunger" level--lower than if you hadn't eaten. Including a good source of protein in your breakfast--cheese, milk, eggs, peanut butter, makes your body digest food more slowly and your blood sugar will stay above the "hunger" level longer.
I'm not hungry when I get up.	Some people need more time for their bodies to wake up than others. Eat your breakfast later..maybe when others are having their coffee breaks.
I don't have time.	Prepare your breakfast the night before and take it with you, or have every thing set out so you don't have to take time to prepare the meal.
I don't like breakfast.	Your body doesn't care what you eat when, as long as it is nutritious. A grilled cheese sandwich, pizza, or a bowl of soup all qualify as nutritious breakfasts.

You've probably heard that children need breakfast to do well in school. Adults are no different. Studies show that people who eat a nutritious breakfast think better and so work better than when they don't eat.

People who don't eat in the morning work less efficiently and are more prone to accidents. A recent report from the Iowa Bureau of Labor shows that the greatest percentage of accidents on the job in the state occure between 10 a.m. and 11 a.m. That's the same hours that blood sugar levels would be lowest.

Breakfast is important to all of us, no matter what kind of work we do.

Are you looking for a variety in your breakfast?

Try this make-ahead batter. Let the muffins bake while you're getting dressed, or bake them the night before. We think they're delicious.

Bran Oatmeal Muffin Mix

2 cups boiling water
2 cups 100 percent bran
1 cup shortening
3 sups sugar (white, brown, mixed)
4 eggs
1 quart buttermilk
5 cups flour
1 teaspoon salt
5 teaspoons baking soda
4 cups uncooked oatmeal

Pour boiling water over the bran and set aside while mixing rest of ingredients. Cream sugar and shortening. Add eggs, buttermilk, flour, salt and soda. Add cereals last. Use part of mix, if desired, and refrigerate rest. To use, fill well-greased medium muffin tins 3/4 full. Bake 15 to 20 minutes at 375 degrees. For batter just out of the refrigerator, bake 20 to 25 minutes at same temperature. Rasins, nuts, or dates may be added just before baking.
*Mix can be refrigerated up to 3 months. In total, makes about 8 doz. medium muffins.
------from "More Make-A-Mix Cookery", by H. P. Books.

Compare the Cost of Cereal

The cost of breakfast cereals vary widely.

The cost per serving increases with the amount of processing, sugar and nutrients added, the amount of advertising given to a food and how it is packaged.

FoodStuff compared the cost of a 100 calorie portion of several oat cereals to that of regular oatmeal. All cost more than the regular oatmeal.

Here is how they compared:

	Portion size of 100 Calories	Cost per Portion Compared to reg. Oatmeal
Oatmeal	1/3 cup (uncooked)	----------
Granola	3 tablespoons	+3¢
Malto-Meal	1 cup + 2 tablespoons	+3¢
Hy-Vee's 'O's	1 cup + 2 tablespoons	+3¢
Cheerios	1 cup + 2 tablespoons	+4¢
Honey Nut Cheerios	1/3 cup	+6¢
Product 19	1/3 cup	+7¢
Regular Oatmeal, Individual Packages	1/3 cup (uncooked)	+7¢

*Prices do vary, so be sure to compare them where you shop.

FoodStuff Weight Control Plan--Part 2

In our FoodStuff Weight Control Program we will be working on one habit at a time. If you follow us step by step, you will find that you can break the old "fat" habits and learn new "thin" ones.

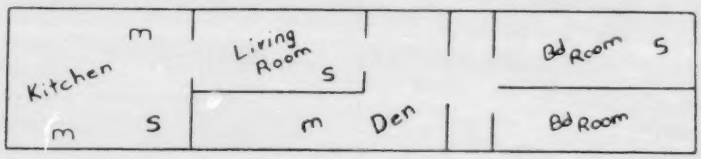
This week we are going to take the first step to overcome the habit that gives many people problems: That's the habit of letting the sight of food or a particular location make you want to eat.

First: Get all of the food in your house out of sight. Remove candy dishes, fruit bowls and cookie jars from table and counter tops. Store all of the food in your refrigerator in containers you cannot see through. Take out the refrigerator light. Put all junk food in high cupboards.

Second: Decide on one place in your house that you may eat. Pick a particular chair at the dining table (and better still, change places with someone). Now, whenever you have the urge to eat anything, take the food to that place and eat it. If you have to eat a meal (or snack) away from home, decide ahead of time where your special place will be.

To learn the habit, here's what you must do:

1. Get all junk food out of sight. Store food in opaque containers.
2. Eat in one place.
3. Make a rough map of your house and mark on it where you eat.
4. Keep a food record. Record the time, place you eat, how hungry you are and what you eat.



Everytime you eat something (even one bite) mark it on the map.
M=Meal
S=Snack

Breakfast Ideas

Hunger Preventors	Unconventional Breakfasts	Take-along Meals
Cereal and Milk	Leftover Rice with Milk	Roast beef Sandwich, can of Juice, Cocoa
Cheese on Whole Wheat Bread	Pizza	Cheddar Cheese, Crackers, Fresh Fruit
Peanut butter on Toast	Spaghetti	Cottage Cheese, canned Fruits, Muffin
Broiled Egg with Bran Muffin	Ham or Peanut butter Sandwich Grilled Cheese	
Jam with Rasin Bread	Soup	

IOWA VALLEY ADULT AND CONTINUING EDUCATION WRITTEN BY: JUDY FITZGIBBONS, R.D.

FOCUS ON FIBER

Dietary fiber has received much attention in the popular press. There have been several books on the best seller list in recent years claiming fiber as "the secret of long life."

Fiber is a type of carbohydrate. Unlike sugars and starches, our bodies can not break it down for energy. Health professionals have long recommended that people include "roughage" in their diets, but it is only recently that fiber has been studied for its nutritional value.

Actually, dietary fiber is a group of carbohydrates that are found only in plants. Scientists have identified four kinds:

Type of Fiber	Food Source
Cellulose	Fruits, vegetables, bran of grains
Lignin	Older vegetable stalks, pears
Hemicellulose	All fruits and vegetables
Pectin	All fruits and vegetables, dried beans

WHAT DOES FIBER DO?

Groups of people who eat a diet high in fiber seem to have fewer chronic intestinal diseases and a lower incidence of heart disease than people who eat a diet low in fiber. But, one of the problems of understanding the nutritional role of fiber is trying to sort out its effect from other factors in the diet. For example, diets high in fiber tend to be low in fat and sugars, while diets low in fiber tend to be high in these two nutrients. Researchers are trying to understand whether some of the apparent benefits of a high fiber diet are due to the presence of fiber or due to the lower fat and sugar intake.

Here's how what we know about dietary fiber compares with some of the health claims for it:

For this condition,	Dietary fiber is,
Chronic constipation	helpful
Diverticulosis	helpful
Colon cancer	not a cure
Heart disease	not a cure
Obesity	maybe helpful

HOW DO YOU GET FIBER?

Nutritionists recommend that we include foods providing fiber in our diets everyday. whole grain cereals, fresh fruits and vegetables, and dried beans and peas are the best sources. There is no need to use special fiber supplements. They usually contain cellulose, only one of the four kinds of dietary fiber.

The amount of fiber in foods varies:

	Grams Total Dietary Fiber
Flour, 1 cup	
White, enriched	3.6
Whole Wheat	14.0
Bread, 1 slice	
White, enriched	.7
Enriched flour and whole wheat flour	1.3
Whole Wheat	2.1
Breakfast Cereals, 1 cup	
All-Bran	15.0
Corn Flakes	2.8
Rice Crispies	1.3
Shredded Wheat, spoon size	6.1
Vegetables, ½ cup	
Carrots, boiled	2.6
Corn, canned	4.6
Lettuce (1/6 med. head)	1.2
Potato, 1 med. boiled, peeled	3.0
Fruits	
Apple, 1 med. with peel	5.6
Banana, 1 med. peeled	2.1
Orange, 1 med. peeled	3.1
Nuts and Beans	
Peanuts, 1 oz. (abt. 30 nuts)	2.6
Peanut butter, 1 Tbsp.	1.1
Beans, cooked dried (red or white), ½ cup	7.4

On FoodStuff we showed you how to make a master mix with whole wheat flour. There are many ways you can use it to incorporate more whole wheat flour into your baking (without spending a lot of time in the kitchen).

WHEAT MIX*

6 cups whole-wheat flour
3 cups enriched all-purpose flour
1½ cups instant nonfat dry milk
1 Tablespoon salt
1 cup sugar
½ cup wheat germ
¼ cup baking powder
2 cups vegetable shortening

In a large bowl, combine whole-wheat flour, all-purpose flour, dry milk, salt, sugar, wheat germ and baking powder. Mix well. With a pastry blender (or 2 knives), cut in shortening until evenly distributed. Put in a large air-tight container. Label. Store in a cool, dry place. Use within 10 to 12 weeks. Makes about 14 cups of Wheat Mix.

Crispy Bread Sticks

2 cups Wheat Mix
½ cup cornmeal
½ teaspoon salt
½ cup milk or water
1 egg yolk
1 Tablespoon water
Sesame or poppy seeds, if desired

Preheat oven to 400° F. Lightly grease a baking sheet. In medium bowl, combine wheat mix, cornmeal and salt. Add milk or water to form dough. Knead about 12 times, until dough is smooth. Shape into pencil-like strands, 8 to 10 inches long. Place on baking sheet. Mix egg yolk and water. With pastry brush, lightly brush egg mixture onto dough strips. Sprinkle with poppy or sesame seeds. Bake about 20 minutes, until brown and crisp. For extra crispness, turn off oven and leave breadsticks in oven 5 to 10 more minutes. Makes 12 breadsticks.

Wheat Waffles

2½ cups Wheat Mix
1 1/3 cups water
3 Tablespoons vegetable oil
3 eggs, separated

Preheat waffle baker. In a large bowl, combine Wheat Mix, water, oil and egg yolks. Beat until blended. In a medium bowl (not plastic) beat egg whites until stiff. Fold into wheat mixture. Bake according to waffle baker instructions. Makes 3 or 4 large waffles.

Favorite Wheat Pancakes

1 egg
1½ cups water
2½ cups Wheat Mix

Combine egg and water in a medium bowl. Stir in Wheat Mix until just moistened. Cook on a hot oiled griddle about 3 to 4 minutes, until browned on both sides. Makes about 15 4-inch pancakes.

Quick Wheat Breakfast Cake

1 egg, slightly beaten
3/4 cup water
2½ cups Wheat Mix
1 cup raisins
½ cup brown sugar, firmly packed
2 teaspoons cinnamon
½ cup chopped nuts (optional)

Preheat oven to 375° F. Lightly grease an 8-inch square pan. Combine egg and water in medium bowl. Stir in Wheat Mix and raisins until moistened. Spread into prepared pan. Combine brown sugar, cinnamon and nuts in a small bowl. Sprinkle on top of cake. Bake 25 to 30 minutes until a toothpick inserted in center comes out clean. Cut in squares and serve warm.

Quick Wheat Muffins

3 cups Wheat Mix
2 Tablespoons sugar
1 egg, slightly beaten
1 cup water

Preheat oven to 400° F. Generously grease muffin pans. In a medium bowl combine Wheat Mix and sugar. Blend well. Combine egg and water in a small bowl. Add all at once to dry ingredients. Stir until just moistened. Batter should be lumpy. Fill prepared muffin pans 2/3 full. Bake 15 to 20 minutes until golden brown. Makes 12 muffins.

*All recipes are from, Make-a-Mix Cookery, published by Bantom Books, 1978.

COST COMPARISON

Are the do-it-yourself mixes worth making? We think that the Wheat Mix is, because you can't buy it, it is easy to make and versatile. But what about some of the others? We compared the cost of the ingredients of homemade master mixed with similar store-purchased mixed. Both ingredients and mixes were priced at regular price, so you could save money either way if you find items on sale.

Here's how the mixed compared, based on June 1981 prices in Marshalltown, Iowa:

	Homemade Mix	Store Mix
Granola	50¢/cup	28¢/cup
Hot Roll Mix	46¢/dozen	28¢/dozen
Biscuit Mix	14¢/cup	10¢ and 14¢/cup
Raisin Oatmeal Cookie Mix	42¢/dozen	45¢ and 78¢/dozen
Herbed Stuffing Mix	9¢/cup	9¢ and 10¢/cup

FOODSTUFF WEIGHT CONTROL PLAN (part 5)

Often there is a series of events that lead up to overeating or to feeling guilty about eating. We called this series a behavior chain. The sooner you recognize your behavior chains and take steps to break them, the better of your chances of not over-eating.

You can break a behavior chain by doing something else instead of what you are doing in the chain. Make up a list of things that you like to do and a list of things that you have to do. When you recognize a behavior chain starting, break it by doing something that is on one of your lists. Make sure it is impossible (or at least very difficult) to eat while you are doing this activity.

If a behavior chain sneaks up on you, and you have the urge to eat, try using a time delay to prevent eating. Set a timer for 2 to 5 minutes and make yourself do something else until the timer goes off. By the time the bell rings, you may find you're really not hungry. Gradually increase the length of the time delay.

This week:

-Write down a behavior chain you have detected. Make a diagram of it and put it in a conspicuous place.
-Make a list of things you like to do and have to do and post these near your diagram. Try to use them to break the chain.
-Try using a time delay when you suddenly get the urge to eat.
-Continue to keep your food record.

IOWA VALLEY ADULT AND CONTINUING EDUCATION WRITTEN BY: JUDY FITZGIBBONS, R.D.

ALCOHOL AND DIET

Although alcoholism is a serious problem, FoodStuff focused on the 90% of drinkers who don't have problems and gave information to help you continue to use alcohol wisely, if you choose to drink.

Have you wondered how your drinking compares with that of other people?

According to the U.S. Department of Health and Human Services (HHS), a drink is a beverage that provides about one half ouce of ethyl alcohol. That is the amount of alcohol in:

-a 12 ounce can of beer
-a 5 ounce glass of table wine
-a cocktail containing 1½ ounces of 86 proof liquor

The table below shows the catagories of drinking according to the number of drinks per week and shows the percentage of women and men in the U.S. in each category.

U. S. Drinking Patterns, 1979*

	No. Drinks per week	% Women	% Men
Abstainer	0	40	25
Light	2 or less	38	29
Moderate	3-6	18	31
Heavier	7 or more	4	14

*from Alcohol and Health, U.S. Dept. of Health and Human Services, January, 1981.

There are several facts about alcohol to remember when you are drinking:

-The liver takes alcohol out of the blood and can only process about ½ ounce of alcohol in a hour (the same as in half a drink). If you put alcohol into your system faster then your liver can remove it, your blood alcohol level will rise and you become drunk.

-What you drink and what you eat while you drink affects how quickly alcohol gets into your blood. The alcohol from straight liquor is absorbed into your blood very quickly. When alcohol is diluted with water it is absorbed more slowly than in straight liquor.

On the other hand, if you mix wine or liquor with a carbonated beverage such as pop or soda water, the rate that the alcohol gets into your blood increases.

Eating while you drink slows down alcohol absorption. Choose snacks that have a combination of carbohydrates, protein and fat, such as cheese and crackers, a sandwich, or pizza to eat with your drink, (be careful about very salty foods--you'll just get thirstier).

-Drinking can contribute to weight gain. Alcohol does have calories, and contributes to your total calorie intake. If your total calorie intake from drinks and food is more than your body needs, the extra calories will be turned to fat. Light to moderate alcohol consumption stimulates appetite, so you may eat more when you're drinking than when you're not.

The chart below shows the calories in some common alcoholic beverages. Mixers (except soda water) also add calories.

	Calories
Beer, regular, 12 oz.	150
Beer, light, 12 oz.	70-110
Wine, table, 5 oz.	120
Liquor, 80 proof, 1½ oz.	100
Screw Driver, 5 oz.	140
7 and 7, 5 oz.	125
Ice Cream drink, 12 oz.	440

-If you are coming down with a cold, or are feeling depressed or angry, you will feel the effects of a drink sooner than if you are well and in a good mood. Also, if you decide that you are going to get drunk before you start drinking, you are likely to get drunk on less alcohol than you would otherwise.

Is moderate drinking harmful?

We have to say that the experts don't know. Researchers who have studied the effects of heavy drinking feel certain that cirrhosis of the liver, cancer of the mouth and esophagus and birth defects among children of mothers who drank heavily during their pregnancy are all linked to heavy alcohol consumption. The current thought is that there is no harm in light drinking (less than three drinks per week). Light drinking can have the benefit of helping an individual relax and stimulating the appetite of a poor eater.

If you would like information about alcohol, write to:

National Institute on Alcohol Abuse and Alcoholism
5600 Fishers Lane
Rockville, Maryland 20857

PARTY SNACKS

FoodStuff showed you how to prepare several snacks for a party that are a good mix of carbohydrate, protein and fat, are relatively low in calories, nutritious, easy to prepare and cheaper than store purchased snacks.

Creamy Dip

¼ cup skim milk
12 oz. creamed cottage cheese
½ of 1 oz. pkg. dry onion soup mix

Put milk and cottage cheese in blender or mixing bowl. Blend until smooth and creamy. Add onion soup mix. Blend until mixed. Chill for several hours or overnight for best flavor. Serve with assorted fresh vegetables as dippers. Yield - 1½ cups.

Cheese Block

1 pkg. Neufchatel cheese (low fat cream cheese)
1 Tablespoon Worchestershire Sauce
Toasted Sesame Seeds

Place cheese on a plate and score the top with a fork to make a design. Sprinkle Worchestershire Sauce over cheese. Sprinkle toasted sesame seeds over cheese. Serve with toasted rye bread (see next recipe).

Toasted sesame seeds: Spread a thin layer of sesame seeds in a pie pan. Bake at 350 degrees F. until golden brown, about 20 minutes.

Garlic Rye Rounds

Cocktail Rye Bread
Margarine
Garlic Powder

Lightly spread margarine on each slice of cocktail rye bread. Place bread on baking sheet and sprinkle with garlic powder. Bake at 400 degrees F. about 10 minutes or until bread is crisp.

Tortilla Chips

6 small corn tortillas
1½ cup grated sharp cheddar cheese
Chili powder

Place tortillas on baking sheet. Sprinkle ¼ cup grated cheese on each tortilla being sure surface of tortilla is covered. Sprinkle chili powder over cheese. Bake at 400 degrees F. until cheese is melted and bubbly, about 5 minutes. Cut each tortilla into 6 wedges. Serve warm.

Seasoned Popcorn

Popcorn, popped in oil
Taco seasoning mix, Italian seasoning mix
or other flavors

Pop popcorn with oil in electric popper or in skillet. Pour warm, popped corn into bowl and sprinkle with seasoning mix. Stir well to distribute seasoning. (You could put seasoning on table in shakers and let your guests season their own popcorn.)

FoodStuff Weight Control Plan (Part 6)

Most people have some sort of unique habit that may give them trouble. FoodStuff wants to help you become your own weight control counselor so you can solve your special problems.

This week on FoodStuff we talked about the basic steps to use in solving your own problem. They are:

1. Identify the big problem
2. Identify specific little problems that contribute to the big one.
3. Think of all possible solutions to a little problem.
4. Decide which solution to try.
5. Develop a means of determining the success of the solution.

The two most important parts of the process are steps 3 and 5. When you try to think of all the possible solutions to the problem, let your mind wander to crazy and exotic possibilities. Once you have a crazy idea, you may find that you can refine it to something very usable and effective. The more ideas you have, the better your chances of finding a useable solution.

The last step of the problem solving process is extremely important because you must know if your plan is succeeding. If your plan doesn't work, it's not because you are lacking will power--you just have the wrong plan and need to try another solution.

This week:

-Identify a special problem your having and work through it using the problem solving steps we outlined.
-Look back over your previous food records and look for the progress you've made.
-Look for areas you still need to practice and keep working on those.

IOWA VALLEY ADULT AND CONTINUING EDUCATION WRITTEN BY: JUDY FITZGIBBONS, R.D.

SALT, SODIUM AND YOU

Salt and sodium, do you know the difference: Salt is made up of the two minerals, sodium and chloride. It's the sodium that health professionals are concerned about.

Sodium seems to be related to the development of hypertension (high blood pressure), and hypertension is one of the risk factors for heart disease. About 30% of the U.S. population has hypertension, and many don't know it. Currently, there is no way to tell who is likely to develop this condition. Health professionals recommend a moderate intake of sodium for all Americans.

We all need a little sodium for our bodies to function properly: about 500 milligrams per day. Sodium is needed for balance of body fluids, blood clotting and normal heart beat. Most Americans eat foods that provide between 3,000 and 7,100 milligrams per day. A safe daily intake of sodium is about 3,000 to 4,000 milligrams. That level can be attained by eating a variety of foods from all food groups and by not regularly eating foods that are high in sodium.

SOURCES OF SODIUM

Most foods naturally contain some sodium. Foods from animal sources are higher in sodium than foods from plants. The chart below shows the amount of sodium in various foods.

Milligrams of Sodium in Food	
Milk, 8 oz.	200
Beef, pork, poultry, 3 oz. cooked	50
Egg, 1 med.	50
Fruits, fresh, ½ cup	2
Vegetables (most), fresh, ½ cup	2
Wheat flour, 1 cup	3

Sodium is added to foods during processing and preparation. This added sodium is of concern to health professionals.

Compare the sodium level of some processed foods with the foods in the list above:

Milligrams of Sodium in Processed Foods	
Ham	220
1 dill pickle, 4"	1900
Canned vegetables, ½ cup	200
Ready to eat wheat flakes cereal, 1 cup	310
Canned beef noodle soup, prepared with an equal amount of water	920

Some nutrition labels include the amount of sodium on the food per serving, Currently, listing this information is not required so it may or may not appear.

The list of ingredients on the package label can give you a clue to the amount of sodium in foods. Ingredients are listed from most to least. If "salt", "sodium" or words

containing the word "sodium" are high on the list, or there are many of them, it is a good guess that a considerable amount of sodium has been added to the food.

You can also write directly to the manufacturer of a food and request information on sodium content. The company's address is on the package label.

COOKING WITH LESS SODIUM

You can cut down on some of the sodium in your diet by using seasonings that do not have salt. Many seasoning mixes have much sodium. Lemon pepper, for example, lists salt as one of the ingredients. You could easily have the same flavor in your foods by adding black pepper and dried lemon rind. Learn to read the labels on seasonings so you'll know when you're buying salt along with other seasonings. If "salt" is part of the seasoning name, you're probably buying mostly salt.

Plain herbs and spices such as sage, cinnamon, mace, oregano and onion powder do not have salt added to them. Experiment with seasonings in your foods following these guidelines:

1. Add no more than one or two seasonings to a recipe.
2. Add about ½ teaspoon of a seasoning per serving at first.
3. Add ground spices to foods 15 minutes before the end of cooking for maximum flavor.
4. Add whole spices and herbs early in cooking so the flavors can diffuse into the food.
5. Serve only one highly seasoned food at a meal.

For ideas of seasoning combinations, look at recipes in a good cookbook.

The same combination used in a coating mix for baked chicken will probably be good in a chicken casserole. Many cookbooks also include spice charts, usually in chapters on vegetable recipes.

On FoodStuff we prepared these two recipes with a minimum of sodium:

FRENCH OMLET with Leftover Chicken

5 eggs
5 Tablespoons of milk
3/4 teaspoon onion powder
2-3 ounces (1/4 cup) cooked chicken
4 Tablespoons grated parmesean cheese
Tabasco Sauce
Yeild: 3-4 servings

Preheat non-stick skillet to 325 degrees F. (Or heat conventional skillet on moderate heat on range element. Melt 2 teaspoons of margarine in skillet to prevent sticking.)

Combine egg, milk and onion powder in a bowl. Beat with fork until egg yolk and white are well mixed. Pour egg mixture into preheated skillet. As egg begins to set, lift edge of eggs with turner and tilt skillet so uncooked egg can run under cooked portion. Cook until eggs are just set, but top layer is still soft and glossy.

While omelet is still in the skillet, sprinkle cooked chicken and parmesean cheese on middle third of omelet. Lightly sprinkle filling with tabasco sauce (4-5 drops). With turner, carefully lift one side of omelet and fold over the filling. Repeat with other side. Slide onto serving plate.

With this omelet, serve a seasoned vegetable. If you have never been a fan of cooked cabbage, this recipe may change your mind:

PAPRIKA CABBAGE

½ medium head fresh cabbage, core removed
1/4 cup water
1/4 teaspoon caraway seeds
Paprika
Yield: 4 servings

Shred cabbage with sharp knife. Set aside. In saucepan or hot skillet place water and caraway seed. Cover and bring water to boil. Add cabbage and stir. Replace cover and decrease heat. Stir cabbage frequently to prevent burning. Cabbage is done when green part of leaves is just limp and thick leaf parts are barely tender. Spoon into serving dish and lightly sprinkle with paprika.

FoodStuff Weight Control Plan (Part 7)

This week, FoodStuff introduced the concept of preplanning. If you decide ahead of time what and where you are going to eat you will have a better chance of controlling an eating situation than if you let it just happen. Preplanning takes time and thought, but you are likely to find your efforts rewarding.

Preplan two ways: on paper and in your head.

On paper: allow time each day to write down exactly what you are going to eat for meals and snacks. When you eat your meal or snack, record in a different color anything you ate that was different from your plan. Try to have all meals and snacks written in only one color. Start with planning just one meal or snack a day and gradually build up to planning all of your meals and snacks.

In your mind: anticipate eating situations and take yourself through the event before you get there. It will be much easier to face the situation if you are mentally prepared.

Write down your shopping list before going to the store and only buy foods that are on it. Don't include high calorie foods on the list.

Prepare foods ahead. If you want an afternoon snack, fix it right after you've eaten your lunch so that it's ready and you don't have to think about what you're going to eat. You can do the same for meals.

This week: plan one snack or meal ahead of time and write it down. Then with a different color write in what you actually eat. Gradually build up to preplanning more snacks and meals each day.

Imagine yourself in difficult eating situations ahead of time. See yourself using your good eating habits. See yourself refusing foods.

AGENCIES HIGHLIGHTED IN INFORMATION SEGMENTS

CETA

United Way

Planned Parenthood

Job Service

Social Security

Big Brothers

Low Rent Housing

Marshalltown Day Care

Mental Health

Career Assistance

Vocational Rehabilitation

Attachment #4

Dear Cablevision Subscriber:

Iowa Valley Continuing Education was recently awarded a grant through the Governor's Special Grant under CETA (Comprehensive Employment and Training Act) from the Office for Planning and Programming in Des Moines. The purpose of this experimental demonstration project is to determine the feasibility of providing instruction and information services via cable television to CETA-eligible persons.

Three educational programs are made possible through this grant and will be shown on Cablevision Channel 3: Voyage: Challenge and Change in Career/Life Planning, T.V. High School, and Food Stuff: Nutrition for the Family. These programs will begin the first week in March. You will receive a guide in the mail describing each of these programs with complete information on dates, times, materials and enrollment procedures. (Also being shown currently, but not sponsored under this grant are two shows: Health Awareness, and Project Universe: An Introduction to Astronomy). Another component of the project is to produce a series of informational spots about services available through CETA, also to be seen on Cablevision Channel 3.

We need your help! To determine the feasibility of reaching CETA-eligible persons through Cable T.V., we need to know how many cable subscribers qualify for CETA services. Following are some brief guidelines for determining this eligibility. Please read this information, then answer the questions on the enclosed postcard and drop it in the mail. Even if you are not CETA-eligible, we want to hear from you. This also gives you the opportunity to express your interest in future educational programs developed by Iowa Valley Continuing Education to be seen on Cablevision Channel 3.

So please take a few minutes to fill out the postcard and drop it in the mail (the postage has already been paid).

CETA ELIGIBILITY REQUIREMENTS:

a. Residence - Marshalltown.
b. Citizen or permanent registered alien.
c. Unemployed for 1 week or more.
d. Economically Disadvantaged (or handicapped)
   Income for last 6 months should not exceed:

Family Size	Income for 6 months
1	$1,895
2	2,530
3	3,470
4	4,285
5	5,055
6	5,915
over	add $790 for each

Final determination of eligibility will be decided by Area VI CETA Management Team. For more information contact Bruce Woodward, 752-6963. If you have questions about any of the T.V. programs after you have received your educational guide in the mail, please contact Kevin Kelley, CETA T.V. Project Coordinator, 752-6383. Thank you for your help.

Deborah Streff

Deborah Streff, Coordinator
Continuing Education

/vs
Enc.

Iowa Valley Community College District
ADMINISTRATIVE OFFICES 22 West Main St. Box 536 Marshalltown, Iowa 50158 Phone 515 752-4541
ELLSWORTH COMMUNITY COLLEGE
MARSHALLTOWN COMMUNITY COLLEGE
ADULT AND CONTINUING EDUCATION

Are you CETA eligible? ( ) Yes ( ) No

Do you intend to watch any of the current programs?
If yes which one(s) _____
_____

Please enroll me in _____

Suggestions or comments on future educational programs on Cable TV:

(optional) Name _____
Address _____
Phone _____

C.E.T.A CABLEVISION PROJECT SURVEY--MARCH 1981

SUMMARY

The purpose of this survey was to determine the number of cablevision subscribers in Marshalltown who are CETA eligible. Letters, with postage paid return postcards, were sent to all cable subscribers (4753).

These letters stated the general goal of the Special Grants project and listed the educational programs to be shown on Cable TV. Also outlined in the letter were the basic CETA eligibility requirements.

Persons receiving the letter were asked to answer four brief questions on the enclosed postcard and mail it to us. We received 166 responses which represents 3% of the total number of surveys distributed.

Of those people who responded to the survey, 9 felt they were CETA eligible. This represents 6% of the responses or less than 1% of the total Cable TV subscribership.

Following is the compiled data for the survey and a copy of the letter and postcard.

DATA

Number of survey letters sent:			4753
Number of reply cards received:			166 (3% return)
Are you CETA eligible?	Yes 9	No	157
Do you intend to watch any of the current programs?	Yes 46	No	120
If yes, which ones...?	T.V. High School		4
	Voyage		20
	Food Stuff		24
	Project Universe		17
	Health Awareness		18

SUGGESTIONS OR COMMENTS ON FUTURE EDUCATIONAL PROGRAMS ON CABLE TV:

Get the Nova series!
Consumer information.
It's a great idea.
A 1-page schedule with the current programs is easier to follow and remember.
Computer/Computer Science?Programming
Since I am a college graduate and now a homemaker, I would be interested in some type of refresher courses. Perhaps child psychology or a basic economics, which would be applicable now.
Economics-Financial Planning (Family).
Save and make money.
We are both over 83 years old.
Home-energy retrofitting.
Sounds like you have a lot to offer those eligible.
How about some children's programs?
No time to watch TV.
Drop the program, cut your expenses.
Travel and how they live in other countries.
Forget it.
Take me off your mailing list.
Do regular college credit courses.
Programs for people wanting to obtain Bachelor's Degree. I can't see how you expect anyone who falls in the income level in your letter or anyone on unemployment being financially able to subscribe to Cable TV. This doesn't make sense! It might, if the programs were on commercial television.
Programs listed sound very good.
Stop. An angry taxpayer.
Program that would assist children that are slow in reading or math skill.
More selections and later show times.
Recipes for low income people.
ISU credited courses (also UNI, U. Of I., etc.) How can CETA eligible persons afford cable TV. So they get it free? If they don't have any income, they better not spend what they have on cable.
Programs to teach job skills.
Is this not an expensive means of finding eligibles?
If I were eligible for CETA I couldn't afford Cable TV.
Solar Program.
Health, Auto Repairs, Finance.
We didn't get our guide til after some of the programs had aired. Interested in the health programs such as arthritis, etc. Might have some programs on plants and gardening.
Can the programs be watched without registering for the course? This is not evident in all the material I've seen so far.
We feel programs like these are beneficial to everyone.
People who are nearing retirement age.
I would be interested in any programs that could be applied toward a degree in Nursing.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

attachment #6

Iowa Valley Continuing Education in cooperation with
Heritage Cablevision, Marshalltown, Iowa.

I.V.C.E. in cooperation with Heritage Cablevision are glad to once again offer their series of educational, community service programs via Cable T.V. Channel 3 this summer and fall in Marshalltown.

T.V. High School and Voyage-Career Planning, both included study guides with enrollment. Food Stuff, the nutrition and health course that is being taped on location in Marshalltown, includes a free newsletter. These programs are funded by the Governor's Special Grant under CETA from the office for Planning and Programming. "The Energy Saver" is a series produced by IPBN, they have made it possible for us to tape the programs and make them available to our viewers.

Persons who are eligible for CETA services are encouraged to enroll in any of these courses and obtain study guides and other materials free of charge. All cable subscribers are invited to view these programs, your comments or questions are welcome.

All programs may be viewed at the Marshalltown Learning Center on an individual basis. To enroll or for more information, call the Marshalltown Learning Center, 16 E. Main St., 752-6383.

Iowa Valley Continuing Education in cooperation with Heritage Cablevision will be bringing Marshalltown residents these programs over "Channel 3" Cable Television.

MONDAY

Food Stuff	8:30 a.m.
Food Stuff	4:30 p.m.

TUESDAY

T.V. High School	8:00 a.m.
Voyage	8:30 a.m.
T.V. High School	4:30 p.m.
Voyage	5:00 p.m.

WEDNESDAY

T.V. High School	8:00 a.m.
The Energy Savers	8:30 a.m.
Food Stuff (starting Sept. 2)	8:30 a.m.
T.V. High School	4:30 p.m.
The Energy Savers	5:00 p.m.
Food Stuff	5:00 p.m.

THURSDAY

T.V. High School	8:00 a.m.
Voyage	8:30 a.m.
T.V. High School	4:30 p.m.
Voyage	5:00 p.m.

Starting Dates

The Energy Savers	June 24
T.V. High School	June 30
Voyage	June 30
Food Stuff	Aug. 10

BROADCAST SCHEDULE FOR "FOOD STUFF"

No	LESSON TITLE	Monday 8:30 a.m. 4:30 p.m.	Wednesday 8:30 a.m. 5:00 p.m.
1.	Weight Control	Aug. 10	
2.	Start Your Day With Breakfast	Aug. 17	
3.	The Cholesterol Question	Aug. 24	
4.	Sugar — Where Is It?	Aug. 31	
5.	Focus on Fiber		Sept. 2
6.	Alcohol and Diet		Sept. 9
7.	Salt Sodium and You		Sept. 16
8.	Sorting Nutrition Facts from Fiction		Sept. 23

BROADCAST SCHEDULE FOR "THE ENERGY SAVERS"

No	LESSON TITLE	Wednesday 8:30 a.m. 5:00 p.m.
1.	Caulking & Weather Stripping	June 24
2.	Insulation	July 1
3.	New Construction	July 8
4.	Adding to Existing Homes	July 15
5.	Solar Water Heating & Water Energy Saving Devices	July 22
6.	Woodburning	July 29
7.	Wind Energy	Aug. 5
8.	Earth Sheltered Housing	Aug. 12
9.	Active Solar Energy	Aug. 19
10.	Energy in Agriculture	Aug. 26

BROADCAST SCHEDULE FOR "VOYAGE"

No	LESSON TITLE	Tuesday 8:30 a.m. 5:00 p.m.	Thursday 8:30 a.m. 5:00 p.m.
1.	Voyage: An Introduction to Career/Life Planning	June 30	
2.	Getting Your Bearings		July 2
3.	Tools for Dealing with Change	July 7	
4.	Lifestyles		July 9
5.	Self-Assessment	July 14	
6.	What are Skills?		July 16
7.	Transferable Skills	July 21	
8.	Motivational Patterns		July 23
9.	Values and Career Decisions — Part I	July 28	
10.	Values and Career Decisions — Part II		July 30
11.	Values and Career Decisions — Part III	Aug. 4	
12.	Creating Harmony in Your Life		Aug. 6
13.	Overcoming the Obstacles	Aug. 11	
14.	How Occupations are Organized		Aug. 13
15.	Decision Making	Aug. 18	
16.	Time and Money		Aug. 20
17.	Organizational Structures and Personalities	Aug. 25	
18.	Getting It All Together		Aug. 27
19.	How to Get Started	Sept. 1	
20.	Researching for Information		Sept. 3
21.	Finding the Jobs	Sept. 8	
22.	The Field Survey		Sept. 10
23.	The Resume	Sept. 15	
24.	The Interview		Sept. 17
25.	Vitality in Career and Lifestyles	Sept. 22	
26.	Review and Goal Setting		Sept. 24

BROADCAST SCHEDULE FOR "T.V. HIGH SCHOOL"

No.	LESSON TITLE	Tuesday 8:00 a.m. 4:30 p.m.	Wednesday 8:00 a.m. 4:30 p.m.	Thursday 8:00 a.m. 4:30 p.m.
1.	Orientation & Test Taking	June 30		
2.	Reading I: Main Idea		July 1	
3.	Reading II: Inderence			July 2
4.	Social Studies I: Government	July 7		
5.	Social Studies II: Economics		July 8	
6.	Social Studies III: Economics			July 9
7.	Science I: The Heart	July 14		
8.	Science II: The Blood		July 15	
9.	Science III: The Atom			July 16
10.	Literature I: Prose Style & Tone	July 21		
11.	Literature II: Prose Figurative Language		July 22	
12.	Literature III: Poetry			July 23
13.	Literature IV: Drama & Poetry	July 28		
14.	Math I: Fractions		July 29	
15.	Math II: Fractions			July 30
16.	Math III: Decimals	Aug. 4		
17.	Math IV: Rounding Off Numbers		Aug. 5	
18.	Math V: Percents			Aug. 6
19.	Math VI: Percents and Interests	Aug. 11		
20.	Math VII: Graphs		Aug. 12	
21.	Math VIII: Angles			Aug. 13
22.	Math IX: Angles & Circumference	Aug. 18		
23.	Math X: Circumference		Aug. 19	
24.	Math XI: Algebra			Aug. 20
25.	Grammar I: Verb Agreement	Aug. 25		
26.	Grammar II: Verb Agreement		Aug. 26	
27.	Grammar III: Problems			Aug. 27
28.	Grammar IV: Pronouns	Sept. 1		
29.	Grammar V: Verbs		Sept. 2	
30.	Grammar VI: Modifiers			Sept. 3
31.	Grammar VII: Capitalization & Punctuation	Sept. 8		
32.	Grammar VIII: Punctuation		Sept. 9	
33.	Grammar IX: Spelling			Sept. 10
34.	Grammar X: Usage Problems	Sept. 15		

Enrollment Data and Participant Survey

Program	Outside Viewers	CDP	Total
T.V. High School	6		6
Voyage: Career/Life Planning	8	20	28
Food Stuff: Family Nutrition	4	12	16
Total	18	32	50

The CDP (Career Development Program) meets daily at the local Learning Center (L.C.) The participants are all CETA clients. These students were required to participate in the "Voyage" series as part of their course work. A majority of these students left the CDP program before the series was completed. Attempts to locate them during the telephone follow-up survey were unsuccessful thus it is impossible to determine if they continued to view the series on their own. While part of the CDP class, all viewed the programs at the Learning Center.

"Food Stuff: Nutrition for the Family" - Participant Survey

Seven of the sixteen participants enrolled were reached by this telephone survey.

	Outside Viewer	CDP	Total
1. Were you able to watch all of the programs?	2 no	1 yes 4 no	1 yes 6 no
Primary reason for not watching all programs was due to family conflicts.			
2. Did you watch the programs at home?	1 yes 1 no	5 no	1 yes 6 no

3. What benefits do you feel you have gained by participating in this program?
   Three persons felt therewas no benefit form watching the series. The other responded positively. The biggest benefit was realizing the importance of good nutrition through balanced meals for the entire family.

4. Has the information helped to improve your family's nutrition habits?	1 yes 1 no	3 yes 2no	4 yes 3 no

5. What information have you used?
   Three responded they have not used any of the information. Three had used the ideal weight chart and two had used recipes.

6. What to you think about the newsletters?
   Two participants had not read them. Others felt they were interesting and very informative. Recipes were very good and inexpensive.

7. Would you recommend the program to a friend?	7 yes

8. Other Comments:
   - Didn't have time to watch shows, but would have liked to.
   - Told alot of people about it. It's great for it to be a T.V. program.
   - Everyone should eat right and the newsletter really tries to help do that.
   - More people should read the newsletters, they need it.

FOOD STUFF

Hello, is this _____?

My name is _____. I work for Iowa Valley Adult & Continuing Education. Our records show that you enrolled in the television course "Food Stuff". We are trying to evaluate the success of this program and would like to ask you a few questions. All answers will be kept confidential. Do you have time to answer a few questions for me?

1. Were you able to watch all of the programs? 1. _____
   IF not how many and why not more.

2. Did you watch the programs at home? 2. _____
   If not, where?

3. What benefits do you feel you have gained by participating in this program? _____
   _____

4. Has the information helped to improve your family's Nutrition habits? 4. _____

5. What information have you used? _____
   _____

6. What do you think about the newsletters? _____
   _____

7. Would you recommend the program to a friend? 7. _____

8. Do you have any other comments you would like to make about the program?

_____
_____

Thank you for your time and cooperation. If we can be of any help to you in the future, please give us a call.

"T.V. High School" - Particpants Survey

Two of six participants enrolled were reached by telephone survey.

	Responses
1. Were you able to watch all of the programs?	2 no
Why not?	
times didn't work out	
2. Did you find the times and days convenient of viewing?	1 yes
	1 no
3. Did you watch the programs in your own home?	2 yes
4. Did you spend additional time studying?	2 yes
5. Did you seek additional help at the Learning Center?	2 no
6. Have you taken the G.E.D. exam?	2 no
If not, do you intend to take the exam?	1 yes
	1 maybe

7. What benefits do you feel you have gained by participating in this program?
One student felt the programs were too fast - too quick. (this was an older individual).
The other participant stated she had learned alot by watching the programs.

8. Has participating changed your employment status in any way?	2 no
9. Would you recommend the course to a friend?	2 yes

10. No other comments.

T.V. HIGH SCHOOL

Hello, is this _____?

My name is _____. I work for Iowa Valley Adult & Continuing Education. Our records show that you enrolled in the T.V. High School course. We are trying to evaluate the success of this program and would like to ask you a few questions. All answers will be kept confidential. Do you have time to answer a few questions for me?

1. Were you able to watch all of the programs? 1. _____
a. (If less than 17) Why didn't you watch more of the programs? _____
_____

2. Did you find the times and days convenient for viewing? _____
_____

3. Did you watch the programs in your own home? 3. _____
a. If not, where? _____

4. Did you spend additional time studying? 4. _____

5. Did you seek additional help at the Learning Center? 5. _____

6. Have you taken the G.E.D. exam? 6. _____
a. If so, did you pass? a. _____
b. If not, do you intend to take the exam? b. _____

7. What benefits do you feel you have gained by participating in this program? _____
_____

8. Has participating changed you employment status in any way? _____
_____

9. Would you recommend the course to a friend? 9. _____

10. Do you have any other comments you would like to make about the program? _____
_____
_____

Thank you for your time and cooperation. If we can be of any help to you in the future, please give us a call.

"Voyage: Challenge and Change in Career/Life Planning" - Participant Survey

Fourteen of the twenty-eight participants enrolled were reached by this telephone survey.

	Outside viewer	CDP	Total
1. Were you able to watch all of the programs?	1 yes 3 no	1 yes 9 no	2 yes 12 no
Reasons for not watching all programs included: personal and family illness, other responsibilities, several left the CDP program.			
2. Did you find the times and days convenient for viewing?	2 yes 2 no	1 yes 2 no 7 no response	3 yes 4 no
3. Did you watch the programs in your own home?	4 yes	10 no	4 yes 10 no
4. Did you spend additional time studying?	4 yes	3 yes 7 no	7 yes 7 no
5. Were you aware of the face-to-face meetings with a local instructor?	4 yes	5 yes 5 no	9 yes 5 no
6. Did you attend these?	1 yes 3 no	2 yes 8 no	3 yes 11 no
Reasons for not attending included: not having enough free time, didn't want to, not sure of times and dates.			

7. What benefits do you feel you gained by participating in this program?
   - Helped me gain confidence to quit my factory job and go back to school.
   - Biggest help was sef-confidence. Helped me realize I can do it on my own.
   - Gave be better security about going out into the world.
   - Let me know that others experience the same problems. Gave me self-confidence.
   - Helped me make a resume. Know what kind of job I do or don't want.
   - Yes! It is a start for me - I began to look at myself and what I can do.
   - Very educational - they helped me.
   - Two people didn't watch enough of the shows to feel a benefit.
   - Four individuals (CDP) felt they were boring.

8. Has participating changed your employment status in anyway?	1 yes 3 no	2 yes 8 no	3 yes 11 no
9. Would you recommend this course to a friend?	4 yes	6 yes 4 no	10 yes 4 no

10. Other Comments:
    I liked the course and am glad I took it.
    I hope they show it again at night so I can sit down and relax and really concentrate on one thing at a time.
    It's too bad more people weren't involved in the meetings.
    Needs to be offered at different times. I would watch shows if they are on again.
    They should ask you to do it - make it you want to participate (CPD student)
    Good self evaluative course - liked it really well.

VOYAGE

Hello, is this _____?

My name is _____. I work for Iowa Valley Adult & Continuing Education. Our records show that you enrolled in the television course "Voyage". We are trying to evaluate the success of this program and would like to ask you a few questions. All answers will be kept confidential. Do you have time to answer a few questions for me?

1. Were you able to watch all of the programs? 1. _____
a. (If less than 15) Why didn't you watch more of the programs? _____

2. Did you find the times and days convenient? _____
_____

3. Did you watch the programs in your own home? 3. _____
a. If not, where? a. _____

4. Did you spend additional time studying or reading? 4. _____

5. Were you aware of the face-to-face meetings with a local instructor? 5. _____

6. Did you attend these? 6. _____
a. If not, why? _____

7. What benefits do you feel you have gained by participating in this program? _____
_____

8. Has participating changed you employment status in any way? 8. _____

9. Would you recommend this course to a friend? 9. _____

10. Do you have any other comments you would like to make about the program? _____
_____
_____

Thank you for your time and cooperation. If we can be of any further help to you in the future, please give us a call.

IOWA
VALLEY
CONTINUING
IOWA
VALLEY
EDUCATION
Iowa Valley Continuing Education in cooperation with
Heritage Cablevision, Marshalltown, Iowa.

Dear Cable T.V. Subscriber:

Iowa Valley Continuing Education and Heritage Cablevision are very happy to bring you a series of educational, community service programs via cable T.V. Channel 3 this winter and spring in Marshalltown. Three of the programs: T.V. High School, Voyage, and Food Stuff are offered in cooperation with the Office for Planning and Programming under the CETA Governor's Special Grant program and are intended especially for CETA eligible persons, although all subscribers are invited to view these programs. (This part of the program is an experiment to determine the feasibility of providing education and information services through cablevision. We hope you will help us prove this possible by your participation.) The other two programs are "Health Awareness" a series produced by Drake University and "Project Universe, an Introduction to Astronomy", developed by California's Coast Community College. This is also being offered on IPBN, and with their cooperation, we are taping those programs and replaying them on cable T.V. to provide viewers with additional and alternative viewing times.

The following pages describe the programs in more detail and present viewing schedules. Watch one or watch them all, but whatever you do, let us know what you think. We're new to the business of providing education and information services via cable T.V., but we think it has great potential in these times of high energy costs, and the flexibility offered to you, the viewer, should allow you to put continuing education into your busy schedule.

Kevin Kelley is project coordinator and your primary contact for this series of courses offered by Iowa Valley Continuing Education. Call Kevin to register for any of the courses or to get more information at 752-6383. Or call Deb Streff, Coordinator of Continuing Education, or me to suggest future program needs at 752-4643.

We're Iowa Valley Continuing Education, and our campus is coming into your home.

Sincerely yours,

Conrad Dejardin

Conrad Dejardin, Director
Iowa Valley Continuing Education

T.V. Courses afford low cost instructional services to persons who lack transportation or need a flexible study schedule because of employment or family responsibilities. Others may appreciate the privacy that home guided study provides. In addition, tapes for all programs are available for viewing at the Marshalltown Learning Center on an individual basis. Additional learning opportunities will be available through face to face meetings open to those who are viewing the programs.

Voyage, Food Stuff and T.V. High School programs are made possible through monies funded under the Governor's Special Grant under CETA from the Office for Planning and Programming. Persons who are eligible for CETA services are encouraged to enroll in any of these courses and obtain study guides and other materials free of charge. CETA eligibility requires that one be unemployed, underemployed or disadvantaged.

For information on any of these programs or to inquire about your eligibility status, call Kevin Kelley at the Marshalltown Learning Center, 16 East Main St., 752-6383.

Your comments or questions are welcomed.

*Iowa Valley Continuing Education in cooperation with Heritage Cablevision will be bringing Marshalltown residents these programs over "Channel 3" Cable Television.

MONDAY

T.V. High School	7:00 a.m.
Voyage	7:30 a.m.
T.V. High School	8:00 a.m.
Voyage	8:30 a.m.
Voyage	4:30 p.m.
T.V. High School	5:00 p.m.

TUESDAY

Health Awareness	8:30 a.m.
Project Universe	8:30 a.m.
Food Stuff	4:30 p.m.
Health Awareness	5:00 p.m.

WEDNESDAY

T.V. High School	7:00 a.m.
Voyage	7:30 a.m.
T.V. High School	8:00 a.m.
Voyage	8:30 a.m.
Voyage	4:30 p.m.
T.V. High School	5:00 p.m.

THURSDAY

Health Awareness	8:30 a.m.
Project Universe	8:30 a.m.
Health Awareness	5:00 p.m.

FRIDAY

Food Stuff	8:30 a.m.

SATURDAY

Health Awareness	8:00 a.m.
Project Universe	8:00 a.m.
Project Universe	8:30 a.m.

SUNDAY

T.V. High School	7:30 a.m.
Voyage	8:30 a.m.

***Starting Dates**

T.V. High School	March 2, 1981
Voyage	March 2, 1981
Food Stuff	April 7, 1981
Health Awareness	February 3, 1981
Project Universe	March 17, 1981

The T.V. High School series helps the viewer prepare for the G.E.D. (General Educational Development) exam. Upon satisfactory completion of this exam, a High School Equivalency Diploma is awarded by the state of Iowa. There are thirty-four half-hour programs which aide in studying for the GED test. The programs are an interesting and effective teaching method. Skits, pictures, films and real-life situations are used to explain the subject material.

Additional help is available at no charge through the Learning Center at 16 East Main St., Marshalltown. Students are invited to stop in for individual help or call Carole Permar, 752-6383 and have your question answered over the phone.

A set of 3 study guides is available to be used in conjunction with the T.V. presentations. Cost is $7.00. (No charge for CETA eligible persons).

BROADCAST SCHEDULE FOR "T.V. HIGH SCHOOL"

No.	LESSON TITLE	Monday 7:00 a.m. 8:00 a.m. 9:00 p.m.	Wednesday 7:00 a.m. 8:00 a.m. 5:00 p.m.	Sunday 7:30 p.m.	Sunday 8:00 p.m.
1.	Orientation & Test Taking	March 2		March 8	
2.	Reading I: Main Idea		March 4		March 8
3.	Reading II: Inderence	March 9		March 15	
4.	Social Studies I: Government		March 11		March 15
5.	Social Studies II: Economics	March 16		March 22	
6.	Social Studies III: Economics		March 18		March 22
7.	Science I: The Heart	March 23		March 29	
8.	Science II: The Blood		March 25		March 29
9.	Science III: The Atom	March 30		April 5	
10.	Literature I: Prose Style & Tone		April 1		April 5
11.	Literature II: Prose-Figurative Language	April 6		April 12	
12.	Literature III: Poetry		April 8		April 12
13.	Literature IV: Drama & Poetry	April 13		April 19	
14.	Math I: Fractions		April 15		April 19
15.	Math II: Fractions	April 20		April 26	
16.	Math III: Decimals		April 22		April 26
17.	Math IV: Rounding Off Numbers	April 27		May 3	
18.	Math V: Percents		April 29		May 3
19.	Math VI: Percents & Interests	May 4		May 10	
20.	Math VII: Graphs		May 6		May 10
21.	Math VIII: Angles	May 11		May 17	
22.	Math IX: Angles & Perimeters		May 13		May 17
23.	Math X: Circumference	May 18		May 24	
24.	Math XI: Algebra		May 20		May 24
25.	Grammar I: Verb Agreement	May 25		May 31	
26.	Grammar II: Verb Agreement		May 27		May 31
27.	Grammar III: Pronouns	June 1		June 7	
28.	Grammar IV: Pronouns		June 3		June 7
29.	Grammar V: Verbs	June 8		June 14	
30.	Grammar VI: Modifiers		June 10		June 14
31.	Grammar VII: Capitalization & Punctuation	June 15		June 21	
32.	Grammar VIII: Punctuation		June 17		June 21
33.	Grammar IX: Spelling	June 22		June 28	
34.	Grammar X: Usage Problems		June 24		June 28

VOYAGE —

Challenge and Change in Career/Life Planning

Thirty half-hour television programs, interviews, observations, and commentary are combined with a single objective: to motivate the viewer to take responsibility for the management of his or her life, recognizing the value of planning as a means of coping with uncertainty and relating effectively to one's own life.

The series is made more meaningful with the use of the Voyage Chartbook ($7.95) which is available through the Learning Center, 752-6383. (No charge for CETA eligible persons). Joyce Davis serves as local instructor for the Voyage series and will conduct several face to face meetings, giving the viewer the opportunity to participate in group activities, ask questions and discuss material presented in the TV programs. The first of these meetings will be held Tuesday, March 10, at 7:00 p.m. at the Learning Center, 16 East Main, at which subsequent meetings will be arranged. Please call in advance to register for this meeting. Tuition for course is $10. (CETA eligible persons may participate at no charge).

BROADCAST SCHEDULE FOR "VOYAGE"

No.	LESSON TITLE	Monday 7:30 a.m. 8:30 a.m. 4:30 p.m.	Wednesday 7:30 a.m. 8:30 a.m. 4:30 p.m.	Sunday 8:30 a.m.	Sunday 9:00 a.m.
1.	Voyage: An Introduction to Career/Life	March 2		March 8	
2.	Getting Your Bearing		March 4		March 8
3.	Tools for Dealing with Change	March 9		March 15	
4.	Lifestyles		March 11		March 15
5.	Self-Assessment	March 16		March 22	
6.	What are Skills?		March 18		March 22
7.	Transferable Skills	March 23		March 29	
8.	Motivational Patterns		March 25		March 29
9.	Interests	March 30		April 5	
10.	Values and Career Decisions — Part I		April 1		April 5
11.	Values and Career Decisions — Part II	April 6		April 12	
12.	Values and Career Decisions — Part III		April 8		April 12
13.	Creating Harmony in Your Life	April 13		April 19	
14.	Overcoming the Obstacles		April 15		April 19
15.	What Is Work?	April 20		April 26	
16.	How Occupations are Organized		April 22		April 26
17.	Decision Making	April 27		May 3	
18.	Where Do You Want to Work?		April 29		May 3
19.	People Environments	May 4		May 10	
20.	Time and Money		May 6		May 10
21.	Organizational Structures and Personalities	May 11		May 17	
22.	Getting It All Together		May 13		May 17
23.	How to Get Started	May 18		May 24	
24.	Researching for Information		May 20		May 24
25.	Finding the Jobs	May 25		May 31	
26.	The Field Survey		May 27		May 31
27.	The Resume	June 1		June 7	
28.	The Interview		June 3		June 7
29.	Vitality in Career and Lifestyles	June 8		June 14	
30.	Review and Goal Setting		June 10		June 14

Project: Universe

An Introduction to Astronomy

Project Universe includes 39 half-hour lessons that are a basic, yet comprehensive introduction to the evolving science of astronomy. The program covers the origin, characteristics, and evolution of the solar system, the stars, the galaxies, and the universe. Many production techniques incorporated in the program include animation, special effects, technical films, and interviews with some of the most noted research scientists in the field. Historical milestones in the science of astronomy from the past to the present are also a part of the discussion. The latter part of the course presents an in-depth perspective on the future of astronomical research and on contemporary speculative theories in astronomy.

In addition to participation in the course by watching T.V. face to face meetings are scheduled for the purpose of group discussion and exchanging information. Deloy Davidson, astronomy instructor at MCC, will lead these sessions. An organizational meeting will be held March 2, at 7:00 p.m., at MCC in room 322.

Materials for the class are a textbook — "Exploring the Cosmos" ($18.95) and a study guide — "An Introduction of Astronomy" ($7.95). These are available at the Learning Center, 16 East Main St., 752-6383. Tuition for course is $31.00.

BROADCAST SCHEDULE FOR "PROJECT UNIVERSE"

No.	LESSON TITLE	Tuesday 8:30 a.m. 5:00 p.m.	Thursday 8:30 a.m. 5:00 p.m.	Saturday 8:00 a.m. 8:30 a.m.
1.	The Astronomer's Universe	March 17		
2.	Historical Perspectives		March 19	
3.	Electromagnetic Radiation			March 21
4.	Earth — The Water Planet	March 24		
5.	Lunar Motions and Appearance		March 26	
6.	Eclipses and Lunar Dimensions			March 28
7.	Lunar Geology	March 31		
8.	Spectroscopy		April 2	
9.	Mercury			April 4
10.	Venus	April 7		
11.	Mars — Changing Visions		April 9	
12.	Mars in the Seventies			April 11
13.	Jupiter	April 14		
14.	Saturn		April 16	
15.	Uranus, Neptune, and Pluto			April 18
16.	Meteorites and Liner Planets	April 21		
17.	Comets and Meteors		April 23	
18.	The Solar Image			April 25
19.	The Solar Interior	April 28		
20.	Evolution of the Solar System		April 30	
21.	Surveying the Stars			May 2
22.	Stellar Brightness	May 5		
23.	The Message of Starlight		May 7	
24.	Binary Stars			May 9
25.	The Milky Way — Discovered	May 12		
26.	The Milky Way — Structure		May 14	
27.	Stars — The Nuclear Furnace			May 16
28.	The Birth of Stars	May 19		
29.	White Dwarfs and Red Giants		May 21	
30.	Supernovas and Pulsars			May 23
31.	Black Holes	May 26		
32.	Extraterrestrial Communication		May 28	
33.	Galaxies			May 30
34.	The Expanding Universe	June 2		
35.	Quasars		June 4	
36.	Origin of the Universe			June 6
37.	Relativity	June 9		
38.	Cosmic Implications		June 11	
39.	Destiny of the Universe			June 13

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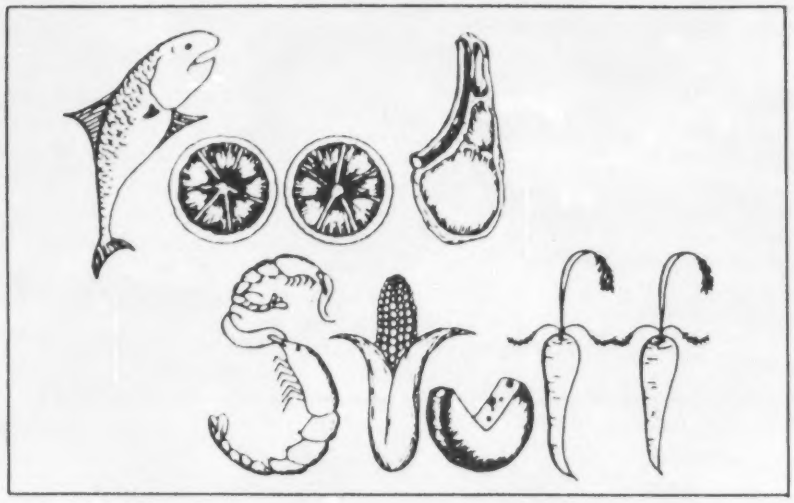

FOOD STUFF:
A Course in Nutrition & Health

Many of todays nutrition concerns will be addressed in these four half-hour programs. "Food Stuff" is designed to help in food buying, selection of nutritional foods, decreasing food preparation time, and understanding how food habits affect nutritional status.

This program is unique in that many of the programs will be taped on location in Marshalltown. Judy Fitzgibbons, Registered Dietitian, is program host. Written materials are available at no charge to the viewer. Obtain these by stopping at the Learning Center, 16 East Main, or by calling 752-6383.

Four additional nutrition programs, the 2nd half of the series, are being produced for showing in September.

Programs in order of showing are:

			Tuesday	Friday
1.	Weight Control	April 7	4:30 p.m.	8:30 a.m.
2.	Start Your Day With Breakfast	April 14	4:30 p.m.	8:30 a.m.
3.	The Cholesterol Question	April 21	4:30 p.m.	8:30 p.m.
4.	Sugar — where is it?	April 28	4:30 p.m.	8:30 p.m.

HEALTH AWARENESS

Offered in cooperation with Drake University, Health Awareness provides 12 half-hour programs that explore many branches of the Health Care Field, along with interviews with people who are coping with various conditions. Several programs include on-location segments showing different health services available and visits with professionals involved with these services. Health Awareness is an educational program that gives the viewers practical knowledge and information on a variety of topics.

A packet of material containing information on many of these series topics is available free of charge from the Learning Center, 16 East Main St., 752-6383.

BROADCAST SCHEDULE FOR "HEALTH AWARENESS"

No.	LESSON TITLE	Tuesday 8:30 a.m. 5:00 p.m.	Thursday 8:30 a.m. 5:00 p.m.	Saturday 8:00 a.m. 8:30 p.m.
1.	Silent Killer	Feb. 3		Feb. 7
2.	Kidney Transplant		Feb. 5	Feb. 7
3.	The Bionic Kidney	Feb. 10		Feb. 14
4.	People Who Really Do Make A Difference		Feb. 12	Feb. 14
5.	The Breath Of Life	Feb. 17		Feb. 21
6.	The Treatment Of Arthritis		Feb. 19	Feb. 21
7.	Occupational Therapy For Arthritis Patients	Feb. 24		Feb. 28
8.	Family Planning		Feb. 26	Feb. 28
9.	Early Dental Care For Your Child	March 3		March 7
10.	Why A Six Month Dental Recall		March 5	March 7
11.	Teenage Substance Abuse	March 10		March 14
12.	Alcohol And Other Drug Dependancies	March 17		March 14

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in cooperation with I.P.B.N.

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